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ABSTRACT

One of three major products (state of the art study, curriculum guide, and twelve instructional units) of the Native American Career Education (NACE) project, this report contains a review of current career education literature and materials which provide information or models useful in developing career education for Native American students. In part 1, materials and programs with concurrent approaches to career education are grouped alphabetically in twelve general sections. These are philosophical statements and guidelines for development and implementation of career education programs; self-concepts as the cornerstone; value patterns among sixth, eighth, and eleventh grade students; guidance approaches; combined approaches; approaches at the elementary school level; field test results; national study of student career development; exemplary programs; community control for career education development; methodology; and instructional materials and units. Part 2 provides an overview of the most significant concerns and issues in Native American education (bilingual education and cultural awareness), and includes reports on curriculum programs and materials being developed by Native Americans in career education and other subject areas, and materials for teachers of Native American students. Reviewed curriculum materials and programs are described and analyzed in outline form indicating title, author, publication data, intended users, stated or inferred goals, content, activities, use of materials, relevance to NACE project, and an excerpt from the materials or program. (TA)

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NATIVE AMERICAN CAREER EDUCATION PROJECT

STATE OF THE ART STUDY

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EDUCATION

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by

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This document was prepared as part of the development of a series of teaching/learning units dealing with Native American Career Education. The titles of all individually available documents in this series appear below:

Career Awareness units
Part of the Whole World
Cooperation
From Idea to Product
The Community
The Community in Transition

Career Orientation units
Putting Your Money to Work
Living with the Land
Working for the People

Career Exploration units
Planning
Putting It All Together
Getting Ready for Jobs
The Career Fair

and

Native American Career Education,
A Curriculum Guide

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PART ONE

INTRODUCTION

A review of current career education literature and materials indicates that, in this burgeoning new field of education, there exists the hope that the focus and thrust of a career education program for Native American students will retain emphasis on individually-perceived and culturally-oriented learning techniques and instructional methods. The common threads of career education materials, be they instruction guides or materials, counseling approaches, or administrative directives and methods of implementation, are: (1) to build awareness of one's self and to use that awareness as the foundation for further learning experiences; (2) to expand the student's self awareness to include a variety of career options which match his or her interests; and, (3) to introduce the student to practical methods which can be used to explore various careers. Following these three steps, career education materials thus help educate the student in the process of meaningful career choice and decision-making.

In this report, information and analyses have been organized in the following manner. First, materials and programs which appear to have concurrent approaches to career education have been grouped together alphabetically in general sections marked by Roman numeral. In Part One, there are twelve such sections.

Next, the reviewed materials and programs have been described and analyzed in summary outline form. First, the title, author, and general publication data is given. Second, the intended users are described. Third, the stated or inferred

goals are listed. Fourth, the content, activities, and use of the materials is summarized. Fifth, comments are made regarding the relevance of the program or material under study to the Native American Career Education (NACE) Project. Sixth, there is an excerpt from the material or program which is representative of the whole and which might be used by NACE Project.

At the end of most general sections, there is also a Summary which indicates why the materials and programs studied do or do not have relevance for the NACE project.

I. PHILOSOPHICAL STATEMENTS AND GUIDELINES FOR THE DEVELOPMENT AND IMPLEMENTATION OF CAREER EDUCATION PROGRAMS

A logical point of beginning for this study would appear to be a report on those materials designed to serve as general guidelines for implementing career education programs. The materials in this section deal specifically with background information, philosophical approach and suggested methods for implementing career education programs in school systems. Such information should provide an overview of the interrelationships which exist among standardized educational techniques and career education programs.

Title: A Curriculum Design: Concepts and Components, 1974; developed and published by the Center for Education Studies (School of Education, Eastern Illinois University; Charleston, Illinois) in cooperation with The Curriculum Center for Occupational and Adult Education (Bureau of Adult, Vocational and Technical Education; U.S.O.E.)

Audience: Educators/curriculum developers

Goals: The purposes of the Enrichment of Teacher and Counselor Competencies in Career Education Project (ETC Project) are as follows:

1. Develop, evaluate, and disseminate career education curriculum guides which are applicable to any school with grade levels functionally equivalent to K-6 and which result in the integration of positive values and attitudes toward: (a) work; (b) self awareness; (c) development of decision-making skills; and, (d) awareness of occupational opportunities in career lines within major occupational fields;
2. Develop, implement, evaluate, and disseminate sample teaching learning modules for the K-6 career education curriculum guides achieved by fusing and/or coordinating academic and occupational concepts and utilizing multi-media instructional tools;
3. Develop, evaluate, and disseminate a design of a K-6 career education instructional system which is adaptable to any elementary instructional program and which may serve as an alternative to present career education instructional systems.

Description: This publication presents career development concepts that have been identified and will serve as the blueprint to develop teaching units.

Based upon critical evaluation, the major concepts were reduced in number to eleven. This is felt to be a much more manageable number for inclusion in an elementary school curriculum. Sub-concepts were reduced to seventy-six. It should be emphasized that concepts for the Attitudes and Appreciations, Career Information, and Educational Awareness dimensions were not broken out into subconcepts at the various experience levels. Concepts for these interacting dimensions are appropriate for all experience levels and will be integrated into materials that will be developed for the Coping Behaviors, Decision Making, Lifestyle, and Self-Development dimensions. Although concepts

from the interacting dimensions remain the same throughout elementary school experience levels, activities will be designed so the subconcepts are presented at increasingly higher levels of sophistication as the experience levels increase.

Comments: This career education model which uses coping behaviors, decision making, lifestyle and self-development as conceptual dimensions is a clear statement in an often clouded field.

Title: A Guide for Designing and Implementing a Middle Grades Occupational Exploration Program; developed by the Middle Grades Occupational Exploration staff; published by the North Carolina Department of Public Instruction (Education Building, Room 551; Raleigh, North Carolina)

Audience: Teachers/administrators

Goals: To provide 7th-9th grade students with experiences which are occupational in nature; to present typical job tasks and concepts representative of the world of work; to assist the students in self-appraisal.

Description: This is a complete guidance package designed to implement North Carolina's approach to career education. In addition to a general philosophical statement and a statement of continuing objectives for students, this guide includes a program description, a program scope model for grades 7-9, suggestions as to staff size and scheduling, needed facilities, equipment, materials and supplies, a description

of Career Exploration Clubs of America, and strategies for implementation of the program.

There are also recommendations for personal and professional competencies for teachers and program evaluation questions. In the Appendix, there are detailed plans and models for the following programs: In-service Education, Business, Office Occupations, Environmental Occupations, Industrial Occupations, Service Occupations, Occupational Information Center and General Information.

Comments: These materials are solidly based on the general career educational concepts of a curriculum that is student-centered, activity-oriented and infused into existing teaching materials. The curricula materials are based upon two premises: (1) Experiences in all 15 clusters and occupational information and student self-appraisal are essential; and, (2) These experiences must be "exploratory."

The organization of the program into "cluster interest laboratories" seems to be an interesting and realistic approach to development.

Example: The necessity for on-going evaluation is inherent in this guide. The following section is an example of clear questioning for value:

A legitimate occupational exploration experience can be identified when one or more affirmative responses are derived when the following criteria are applied:

1. The activity simulates the performance of a typical job task which allows students to see the relationship between the activity and the job requirement;
2. The activity stimulates the skills that may be developed in high school occupational offerings or at the post secondary level;
3. The activity provides occupational information which allows students to understand field and level relationships (Career Ladder Concept) concerning occupational clusters; and,

4. The activity provides an opportunity for students to appraise themselves in relation to job requirements and to present and future educational opportunities.

Title: Alabama Career Education; developed and published by the State Department of Education (Montgomery, Alabama 36104)

Audience: Educators/administrators

Goals: This booklet contains the Alabama State Department of Education's position statement on career education.

Description: The booklet contains listings of basic characteristics, basic goals, phases of development, and suggested implementation steps for career education.

Comments: These are generalized statements intended to serve as guidelines for Alabama's school systems in the development and implementation of career education programs.

Example: Alabama's State Department of Education has defined three phases of career education development. They are career awareness for grades K-6; career exploration, grades 7-9; and career preparation, grades 10-12. The specific expectations for grades 7-9 are as follows:

a. Students gain an understanding of the various educational requirements for different occupational levels.

b. Students are aware of the significance of changing and evolving technologies.

c. Students develop an awareness of self including their interests, aptitudes, and values.

d. Students research the educational skill development and worker skill requirements needed for various careers.

e. Students develop positive attitudes for the dignity of work.

f. Students are guided in accepting the responsibility for selecting and planning a career.

g. Students are given "hands on" experiences with the kinds and levels of work performed in a broad range of industry and occupations for which special skills are required.

h. Students explore a single cluster of their choice in depth and receive practical experience, even start to develop some specific skills in a particular job.

Title: An Introduction to Career Education: A U. S. O. E. Policy Paper; developed by Kenneth B. Hoyt; published by U.S. Office of Education (1974)

Audience: State education agencies/local school systems.

Goals: To assist state education agencies and local school systems in the development and expansion of their concepts of career education.

Description: This paper represents the Office of Education's first comprehensive conceptual statement on career education. It describes the Office of Education's interpretation of the HEW policy on career education.

The thesis of this summary position paper is that career education is one of several possible responses to a wide-spread call for educational reform throughout the nation. The author presents a rationale for career education saying that work is a common element inherent in criticisms of education which center on relationships between education and lifestyles of individuals. He defines work as,

"...conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others..." He enumerates ten "concept assumptions" which he says can be viewed as representing a philosophical base for current career education efforts. Twenty-five programmatic assumptions are listed as are the author's suggestions for initial implementation steps for career education programs. Tasks are assigned to teachers, business, labor, industry, community, counseling and guidance personnel, home and family members and educational administrators and school boards. Learner outcomes are specified and basic changes facilitated by a career education program are listed.

Comments: This policy paper gives the broad overview of expected outcomes for the general incorporation of career education as a vehicle for meeting the needs of, and answering criticisms about, American education.

Example: The programmatic assumptions made about career education would seem to be useful in understanding the various bases for curricular development within this field. They are as follows:

1. If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.
2. There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books for example, and others will learn best by combining reading with other kinds of learning activities.
3. Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.

4. Increasingly, entry into today's occupational society demands the possession of a specific set of vocational skills on the part of those who seek employment. Unskilled labor is less and less in demand.

5. Career development, as part of human development, begins in the pre-school years and continues into the retirement years. Its maturation patterns differ from individual to individual.

6. Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and are modifiable during those years.

7. Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.

8. Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, something that can be viewed as a simple matching of individuals with jobs.

9. Occupational stereotyping currently acts to hinder full freedom of occupational choice for both females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.

10. Parent socio-economic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.

11. A positive relationship exists between education and occupational competences, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.

12. The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.

13. While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.

14. Career decision making skills, job hunting skills, and job getting skills can be taught to and learned by almost all persons. Such skills, once learned, can be effectively used by individuals in enhancing their career development.

15. Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special variations in career development programs for persons suffering such deprivation.

16. An effective means of helping individuals discover both who they are (in a self concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work they do.

17. Parental attitudes toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.

18. The processes of occupational decision making and occupational preparation can be expected to be repeated more than once for most adults in today's society.

19. One's style of living is significantly influenced by occupations he or she engages in at various times in life.

20. Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.

21. Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals rather than occurring in a single sequential pattern.

22. Decisions individuals make about the work they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.

23. Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.

24. The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.

25. While economic return can almost always be expected to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.

Title: Career Development in Nevada: A Working Guide - Goals and Objectives; developed and published by the Department of Education at the Nevada State Board of Education (1973)

Audience: Educators/curriculum planners

Goals: To provide a logical goal structure for those in Nevada school systems who are designing learning experiences in career education.

Description: This booklet identifies eight career educational goals: self awareness, career awareness, appreciations and attitudes, educational awareness, economic awareness, decision-making skills, skill awareness and beginning competence, and employability skills.

Comments: This booklet gives a complete conceptual breakdown of Nevada's career education program.

Example: The following example shows the School Objectives students work toward in order to recognize the relationship of their interests, aptitudes, and achievements to the realization of their career or life aspirations:

AWARENESS

Elementary students will:

1. become aware of their unique abilities, aptitudes, educational strengths, and occupational interests.
2. differentiate between themselves and others with respect to individual abilities, aptitudes and educational strengths and will realize that occupational interests may change with growth and development.

EXPLORATION

Middle school students will:

1. analyze their strengths, weaknesses, likes, dislikes, and achievements in relation to possible career choices.
2. utilize their analysis of interests, abilities, and personal achievements in selecting occupations to explore.

SPECIALIZATION

Secondary and continuing students will:

1. utilize their interests, personal achievements, and attitudes to develop occupational and educational goals.
2. plan a personal course of study based upon their occupational and educational goals.
3. analyze their performance in educational occupational programs to indicate affirmation or redirection of their career aims.

Title: Career Education at the Junior High Educational Level - A Time for Career Exploration Plus; developed by Robert A. Ristau; presented to the Annual Research Conference of the National Association of Business Teacher Educators in Chicago, Illinois (February, 1973)

Goals: To discuss and describe various approaches to the design and development of career education at the junior high school level; to identify potential areas of difficulty in implementing career education programs to and suggest "ideal" approaches to the field.

Description: This paper discusses in detail the need for career development programs for junior high school students and looks at career education modeling. The following aspects are considered: need, middle school concept, the student (citing Juliet Miller's description of four characteristics of junior high school students), career development theory, the U.S.O.E. model, the Wisconsin model, the Comprehensive Career Education Model (CCEM), the career exploration objectives, occupational clusters (DOT and USOE), organizing a career exploration program, career exploration activities, occupational information and objectives.

Comments: This is a summary statement of junior high school career education directions. As an outline, it is inclusive of what seems to be the most important and most widely used programs and concepts in career education today.

Examples: From: "Organizing A Career Exploration Program:"

Given the objectives for a career exploration program and the characteristics of the students, how should a program of career exploration be organized? Almost immediately there comes to mind the suggestion that the program be varied in nature and that it be actively-centered.

It does seem appropriate that characteristics which describe an ideal program be presented here. The following are suggested as basic to a career exploration program which would truly accomplish the desired objectives.

1. All students would explore all occupations through the use of clusters of occupations or some other organizing structure.
2. Segments of the program would be offered at each grade level.
3. The program at each grade level would be coordinated within the grade and among all of the grades involved.
4. All subject areas would contribute to the program.
5. Counselors and teachers would work in close harmony in the development and offering of such a program.
6. Special courses in career exploration would be supplemented with activities in other courses and in counseling activities.
7. Teachers and counselors would be knowledgeable about many areas of work.
8. Teachers and counselors would be skilled in relating to students in terms of various values and desires different from their own.
9. Individualization of instruction would be prominent.
10. A variety of suitable materials, especially designed for career exploration at this level, would be available for both students and teachers.
11. A variety of persons representing a variety of occupations would become active participants in planning and offering the program.

12. The presentation of factual and informative materials would be balanced with activities in which students can discover their own interests and abilities and at the same time gain further insight into the occupations.

13. Counselors, teachers, students, and parents would work in close harmony in the evaluation and upgrading of the program.

14. The program would provide for an in-depth exploration of a career cluster or occupational family whenever a student is ready for it.

15. The program would be seen as enhancing and enriching all curriculum areas as well as abetting the counseling process.

Title: Guided Occupational Orientation Program; developed and published by the Syracuse City School District (G.O.O.P.) in Syracuse, New York

Audience: Educators/administrators

Goals: This federally funded program is an attempt to provide all students with a greater knowledge and awareness of the world of work and their place in it. It is felt that through career education, where subject matter and a realistic view of the world are combined, each student will gain an understanding of the many career opportunities available and the process through which a career goal can be attained. The major goal is to help Syracuse's students begin serious thinking and planning toward their eventual place in the world of work.

Description: There are five booklets in these materials. The first, "Introducing You to 7th-8th Grade G.O.O.P.," includes: key concepts in career education, field trip procedures, teacher orientation to field trips, library resources, an explanation of the importance of the occupational resource specialist to the program, evaluation forms and explanatory statements individually addressed to the key professionals who implement

this program--principal, english, math, science and social studies teachers and their guidance counselors. This booklet presents a broad overview of the Syracuse program.

The second is an addendum which lists 9th grade program goals.

The third is titled "Employability Orientation" and appears to be the outline for a mini-teaching unit or course. It utilizes specified materials and defines objectives. It gives specific instructions on conducting a simulated job interview and provides sample sheets of student materials, and make suggestions for other resources.

The fourth is a diagrammed "Master Plan" for the G.O.O.P. program.

The fifth, titled "You?," is a 9th grade course guide of suggested activities.

Comments: The booklet titled "You?" contains many ideas for curriculum which might be used in a career education program.

Examples: Each group of suggested activities in this booklet is preceded by a goal statement which fits the overall stated objectives. The following material is one example:

SOCIAL STUDIES HIGHLIGHTS

GOAL 2 The following activities in Social Studies will enable you to explore different ways that jobs are grouped. This is done for many reasons--to find information easily, to put interests into categories, etc. The activities are grouped three ways:
A. people, data (ideas), things
B. interest areas
C. clusters.

The student can do the following activities that show his understanding of this goal:

___1. List the categories used in your textbook.

___2. Given a road map, list the categories of information used on the map.

___3. Explain how A,B,C,D, or any other letter of the alphabet can be used as a category.

___4. Explain how a grocery store or department store is set up by categories.

___5. Given a graph or chart, list the categories used.

___6. Using the following categories: People-related jobs, data-idea-related jobs, thing-related jobs, list FIVE jobs you know that could fit into each category.

___7. Using the index of the SRA Occupational Exploration Kit and the Widening Occupational Roles Kit, select 10 jobs from each kit

People Data-ideas Things

When you finish with activities 6 and 7, you should have approximately 25 jobs listed in each of these categories.

___8. Look at your completed list. Write a paragraph explaining why these categories could help people looking for jobs related to their particular interests.

Title: K-12 Guide for Integrating Career Development into Local Curriculum; developed by Harry N. Drier, Jr. and Associates in cooperation with The Ohio State University; published by Charles A. Jones Publishing Co. (Worthington, Ohio)

Audience: Educators/curriculum developers

Goals: This guide was prepared to help local school personnel develop and implement a soundly-based and well-coordinated career development program in Wisconsin schools. The primary purpose is to assist local schools in achieving the goal of "systemizing" the career development

experiences of all students and to insure that all teachers can play their parts in this process.

Description: The guide contains complete and clearly written sections on the following topics: Career development model; Career development scope and sequence model; Vertical and horizontal example for model expansion; Self; World of Work; Career planning and preparation; Emerging self and vocational identity; Horizontal display of career development concepts and examples of general objectives; Horizontal example of how a given concept might be developed; How to write behavioral objectives; Evaluating career development programs; Career development resource section; Publishers and sources of materials; Career development bibliography; Suggested activities for increasing student involvement; Career development scope and sequence progress check list; and Career development concepts questionnaire.

SUMMARY

The conceptual approaches to programs of career education ranging from elementary through secondary grade levels from the Nevada State Department of Education, Eastern Illinois University and United States Office of Education statements are well through-out and researched and could be used as further background information for the project.

The North Carolina guidance package presents a clear and consise approach to career development based in the social sciences and specifically geared to the needs of 7th to 9th grade students. Alabama's approach to career education curriculum development deals neither with specific multicultural needs nor with specific attention focused on individualized approaches or outcomes in development. The Ohio State guide contains a wealth of suggestions for various materials which could be used and focused behavioral objectives for grade 7 through 9 students.

II. SELF-CONCEPT AS THE CORNERSTONE OF CAREER EDUCATION

In many successful career education programs, the teacher's first objective is to help the students develop their self-awareness. Self-awareness is based upon self-concept. One of the goals of the Native American Career Education project is to successfully acknowledge the inherent differences among various Native American cultures and also to acknowledge the differences which may exist between Anglo students and their Native American peers. The following studies report the findings of research self-concept among Native American youth.

Title: The Meaning and Validity of the "Phenomenal Self" for American Indian Students; developed by Phillip H. Dreyer at The University of Chicago; published in The National Study of American Indian Education. Vol. 1, No. 4 (August, 1970); distributed by the Office of Community Programs at the Center for Urban and Regional Affairs (University of Minnesota; Minneapolis, Minnesota 55455)

Audience: Social Scientists/educators

Goals: To clarify constructs similar to what this paper calls the "phenomenal self;" as a working definition of the "phenomenal self," this study relied on Carl R. Rogers' statement that: "The self-concept or

self-structure may be thought of as an organized configuration of perceptions of one's characteristics and abilities; the precepts and concepts of the self in relation to others and the environment; the value qualities which are perceived as associated with experiences and objects; and goals and ideals which are perceived as having positive or negative valence."

In short, the term "phenomenal self" is used here to designate a person's conscious awareness of the self and how the self stands in relation to the total environment. In this sense it is a global perception of the relationship between the position, function, and feeling of a person and the objects, persons and institutions around that person. It is not meant to designate a person's unconscious organizing ability, coping style, or other personality attributes which are sometimes referred to as subconscious "ego" qualities.

The purpose of this study was to attempt to improve upon some of the methodological shortcomings of earlier "self-concept" studies and to investigate the nature of the self-concept among American Indians.

Description: This study sought to measure the "phenomenal self" as a psychological variable, using two conventional, and admittedly culture-bound, self-report instruments which were administered to American Indian students as part of the National Study of American Indian Education.

Comments: The first conclusion is that it is possible to define the construct of the "phenomenal self" operationally with English language

instruments that were originally designed for white samples to obtain results with American Indian students which appeared to have concurrent validity; indicating that the instruments did measure self-concept among 2007 American Indian students (998 makes, 1009 females, ranging from 8 to 20 years of age). The second conclusion is that the nature of "phenomenal self" is not the same for all Indians and the culture context of an Indian group is a significant factor in determining the degree to which the two instruments succeeded in measuring the self.

Finally, while this study was able to establish concurrent validity between its measures of "phenomenal self," it is clear that they "tapped" only part of the Indian students' total self-concept. Therefore, these conclusions must be taken as tentative until more research in the area of self-concept is completed.

Example: The report concludes:

> In Indian societies that stress cooperation between individuals, with great emphasis placed upon such values as harmony, sacrifice and reciprocity, the boundaries between self and others are more likely to be blurred and the self-concept more likely to be diffused and incoherent, so the "phenomenal self" would be difficult to define and measure. In other societies that stress competition between individuals, with emphasis on such factors as achievement, power and assertiveness, the boundaries between self and others are more likely to be stable and coherent.
>
> It is not the belief of this study that language determines the manner in which people think and behave, for much of a person's thought, especially in the area of the "phenomenal self," tends to be amorphous and nonverbal. It is clear that this study's measures tapped only part of the Indian students' total self-concept.

Title: <u>The Indian Self-Image as Evaluated With the Semantic Differential</u>; developed by Robert J. Havighurst of The University of Chicago;

published in The National Study of American Indian Education Vol. 1, No. 5 (August, 1970); distributed by the Office of Community Programs at the Center for Urban and Regional Offices (University of Minnesota; Minneapolis, Minnesota 55455)

Audience: Social scientists/educators

Goals: To use the semantic differential to measure the attitude of Indian youth toward themselves; to compare this measured attitude to that of adolescents in non-Indian groups.

Description: Using the semantic differential results, the study compares the self-evaluation of Indian students with that of non-Indian students of the same age in several different societies, i.e., Plains, Southwest, Northwest, Minnesota-Wisconsin, Lumbee, Oklahoma, Hoopa, Chicago Indians and Eskimos and Chicago and working-class, Kansas City maladjusted boys, Rees-Virginia white students, Buenos Aires, Puerto Rico students.

Comments: a. The comparisons of Indian boys and girls with Anglo-American youth is as follows: There is no reliable difference, on the average, between Indian boys and Anglo-American boys of the same socioeconomic level. For girls, there is a slight, but statistically reliable different, the Anglo-American girls rating themselves more favorably.

b. Inter-group comparisons among Indians:

1. The Hoopa group is reliably different from the all-Indian average in the favorable direction for boys and girls.
2. The Minnesota boys are reliably different from the all-Indian average in the unfavorable direction.

c. There is just a little indication that Indian girls evaluate themselves slightly more in a negative direction than do Indian boys in the Semantic Differential on scales that are fairly neutral.

Example: The report states:

> The Semantic Differential, when used to compare the self-evaluation of Indian teenagers with the self-evaluation of non-Indian teenagers of comparable socioeconomic status, indicates that Indians have about the same level of self-evaluation as non-Indians. When the self-evaluations of Indian boys are compared with those of distinctly maladjusted groups of Anglo-American boys, the Indian boys appear to be in a relatively favorable situation. There is some evidence that Indian girls are slightly more self-critical than Indian boys--as this is measured by the Semantic Differential.

Title: The Self-Esteem of American Indian Youth: developed by Philip H. Dreyer and Robert J. Havighurst at The University of Chicago; published by The National Study of American Indian Education Vol. 1, No. 6 (November, 1970); distributed by the Office of Community Programs at the Center for Urban and Regional Offices (University of Minnesota; Minneapolis, Minnesota 55445)

Audience: Social scientists/educators

Goals: To report the relationship between "self-esteem"--as this construct has been measured by the National Study of American Indian Education (which collected data from over 2,000 Indian students who attended public, mission and BIA schools from Alabama to North Carolina)--and the influences of age, sex and Indian enrollment in the various schools.

Description: Used a Twenty-Statement Self-Esteem Inventory and a semantic differential inventory and a third measure developed by normalizing the distribution of "myself" scores from the semantic differential inventory and comparing them with the distribution of scores from the Twenty-Statement Self-Esteem Inventory to form a scale of values from 1 to 20 that were equivalent to the "myself" scores.

Comments: This study's conclusions are as follows:

1. The "self-esteem" scores of the Indian students in this study did tend to decrease from age 8-11 to 12-14, a drop which was significant for two groups out of seven. After age 12-14, however, the "self-esteem" scores tended to increase slightly for ages 15-17 and 18-20, in some cases reaching or surpassing the 8-11 group level. The "adolescent crisis" hypothesis, (Byrde's "cross phenomenon") was not confirmed.

2. Indian girls are more likely than boys to show a significant decrease in "self-esteem" from pre-adolescence to adolescence. These changes are less marked for Urban Indians, while the non-Indian control group showed no such sex differences.

3. Our conclusion is that the self-esteem and self-concept data from our study indicate that the great majority of Indian youth see themselves as fairly competent persons within their own social world. This social world is characterized for the majority of these young people by Indianness and by poverty. If they come into contact with expectations by teachers or others from the social world of the urban-industrial and middle-class society, we should expect them to show some doubts about their competence, and we should expect their self-esteem to be lowered.

4. Rural and small city Indians who were in the majority in their schools had significantly higher "self-esteem" scores than urban Indians and rural and small city Indians who were in the majority among students at their schools, while boarding school students who were in the majority at their schools had lower "self-esteem" scores than any other group.

5. The emphasis of this study was upon comparing Indian students with other Indian students. However, it is seen here that the non-Indian control group has a higher "self-esteem" rating than almost all of the Indian groups, regardless of age or sex. Before too much is made of this difference it should be remembered that the instruments used to measure "self-esteem" were modeled after instruments developed by white, Anglo-Saxon researchers originally for use with Anglo subjects. Hence, it is likely that the instruments contained cultural biases which would tend to favor non-Indian subjects.

For Indians, who are often described as a cooperative rather than a competitive people, the "self-concept" may be best described by factors which the instruments in this study did not measure, so that comparisons of the Indians and non-Indians in this study may reflect the cultural bias of the instruments used rather than the real differences in "self-esteem."

Title: The Relation of Self-Esteem to Personal-Social Adjustment Among American Indian students; developed by Phillip H. Dreyer at The University of Chicago; published in The National Study of American Indian Education Vol. 1, No. 7 (September, 1970); distributed by the Office of Community Programs at the Center for Urban and Regional Offices (University of Minnesota; Minneapolis, Minnesota 55455)

Audience: Social scientists/educators

Goals: To measure the self-esteem of Indian students in relation to their attitudes toward: their own personal future; to their school achievement level; and to their attitudes about Indian and White culture.

Description: While there is extensive literature focusing on Black students, American Indians have seldom been studied. This study is an effort to contribute to the self-concept literature by studying a minority group which has been largely ignored by psychologists in the past.

Four separate testing instruments were used.

Comments: The findings of the study are as follows:

1. Results would seem to indicate that Indian students looked toward the future with feelings of optimism and hope, as a time when they

expected that life would be better than it was in the present and as a time when their personal aspirations would be fulfilled.

2. Most of the student groups rated Indian culture more positively than White culture, as defined by a semantic differential instrument, but the differences in ratings for the two cultures were generally insignificant, leaving the impression that most Indian students do not see cultural boundaries between Indian and White very clearly and do not have a definite sense of themselves as more closely related to Indian culture than to White culture.

3. The relationship between "self-esteem and rank in class for Indian students was weak, tending to be more positive for boys than girls, so it seemed that Indian students did not view school performance as an important index of their overall self-evaluation.

4. It is important to remember that these findings were derived from studying Indian youngsters who were still in school and who therefore were likely to be "better adjusted," more upwardly mobile, and more accepting of White societal values that permeated their schools than other Indian youths who had left school. These students might be expected to see the future brightly, for the White society at large teaches that education is the key to future employment and a better way of life.

5. On the other hand, the Indian youth who are still in school do not perceive themselves as people who are better or worse in relation to their achievement in school. They seem to have made only tentative and weak commitments to the values of the school and the White culture which it represents. They do not appear to be heavily "future-oriented" in the sense that they are "wrapped up" in plans for the future.

6. This study found that Indian students did not appear to be "alienated" from school so much as directed toward other activities and values which have not yet been clearly defined.

7. In addition to these "post-hoc" interpretations, it is useful to note that this study did not find evidence to support the often-made remarks about Indian students being mal-adapted, "alienated" or negativistic. The Indian students did not appear to view school achievement, for example, the same way as most studies report that white students do; however, the Indian students did not appear to be "alienated" from school so much as directed towards other activities and values which have not yet been clearly defined. In a similar way, the measures of Indian and white culture used in this study showed that the negative feelings about White culture, which appeared to be slight, were not so important as the Indian students' feelings of positive regard for Indian culture.

It seems important, from the point of view of the educator, to ask why White culture, including white-oriented schools, is treated with indifference by Indian youth except in places where there is a sharp contrast and some degree in places where there is

a sharp contrast and some degree of Indian militancy. It seems important to study how the Indian student, who operates within two somewhat contrasting cultures, attempts to develop a sense of personal identity which is Indian in a positive sense, rather than non-White in a negative sense. It is this positive quality of the Indian students which seemed to emerge most strongly from this study.

SUMMARY

To attempt a summary statement of these important studies seems to do them a disservice as they are deserved to be read in their entirety by educators and curriculum developers who work in the field of career education with Native American students. Perhaps, the authors themselves present an adequate summary statement in their final report when they say, "It seems important to study how the Indian student, who operates within two somewhat contrasting cultures, attempts to develop a sense of personal identity which is Indian in a positive sense, rather than non-White in a negative sense. It is this positive quality of the Indian students which seems to emerge most strongly from the study.

III. VALUE PATTERNS AMONG SIXTH, EIGHTH AND ELEVENTH GRADE STUDENTS

The study reported on below, while conducted in the northesasten part of the United States, gives insight into students' values which are so large a part of most programs for career education. The study indicates that developers may need to be aware of "generation gaps" in career education in order to bring students into programs which will continue to have relevance for them.

Title: Differences in Value Patterns Among Sixth, Eighth and Eleventh Grade Students; developed by David H. Quist at Worcester State College (Worcester, Massachusetts); presented at the annual meeting of the American Educational Research Association in Chicago, Illinois (April 1972)

Audience: Educators/social scientists

Goals: To explore the value patterns of 6th, 8th, and 11th grade students to determine what differences, if any, exist among their value patterns.

Description: The researcher tested 1100 sixth, eighth, and eleventh grade students in 12 schools in a Northeastern city with a specially designed, 96 item, Likert-type inventory based upon Prince's Differential Values Inventory. The inventory measures the four traditional values (work success, individualism, puritan morality, and future time-orientation) and the four emergent values (sociability, conformity, moral relativism and present time-orientation).

Comments: The findings of the researcher are as follows:

As students move up the educational ladder from grade six to eleven, certain values appear to change or be modified. Total Traditional value scores progressively decline, with the largest decline occurring between grades six and eight. Three of the four traditional subscales also show significant changes.

In two cases, Puritan Morality and Individualism, the largest decline occurs between grades eight and eleven, while for the Work Success subscale, the largest decline is between grades six and eight.

While the Total Emergent scores between the three grades show no significant differences, three of the four subscales evidence significant changes from grade six to grade eleven. Unlike the Traditional subscales, there is no consistent increase or decrease. In one case, Moral Relativism, a progressive increase in mean scores occurs, with the greatest increase occurring between grades six and eight. In the two other cases, Sociability and Conformity, a progressive decrease in mean scores occurred.

Finally, when comparisons are made between opposite scales, i.e., Puritan Morality vs. Moral Relativism, Individualism vs. Conformity, and Present Time vs. Future Time, the data indicate that students become:

(a) more individualistic and less conformistic

(b) less concerned with absolutes in right and wrong (Puritan Morality) and more open to a Moral Relativism point of view

(c) less Future Time oriented and more Present Time oriented.

SUMMARY

It is interesting to note that the researcher found at least one value among his predominately white, middle class subjects which might occur with what has historically been described as "Indian"; he found these students were more present time-oriented than future time-oriented. It is important for this project to note that traditional value scores on this study declined most between grades six and eight.

IV. GUIDANCE APPROACHES TO DEVELOPMENT OF CAREER EDUCATION PROGRAMS

The following materials, although directed to guidance and counseling personnel, are applicable for those educators and developers who take seriously the concept of self-awareness as a cornerstone for career education programs. Each of these materials deals with the affective as well as the effective domain in education.

Title: A Guidebook for Counselors; developed and published by the Career Education Counselor Workshop of the Huntsville Public Schools (Huntsville, Alabama) in 1973

Audience: Teachers/counselors

Goals: To help teachers become aware of the materials that are available for their use in class and to help teachers motivate their students with these materials.

Description: The guidebook is divided into four parts: Personal Development; Social Aspect of Career Development; Education and Vocation. For each section there is an introduction, objectives, references, and a bibliography.

Comments: This guidebook presents, in broad strokes, an overview of general concepts which the authors define as career education. There are a few specific teaching/learning strategies included also.

Example: This is an example of guidebook materials:

II. CHARACTERISTICS INVOLVED IN CAREER EDUCATION

A. Integrate career education into each subject matter area in the total school curriculum

1. Teacher's role

a. help students understand the occupational implication of their particular subject;

b. enhance interest in the subject by helping students see how far knowledge and skills acquired in the classroom relates to different subject areas.

2. The unit should include:

a. study of skills and/or training required for each occupation;

b. emphasize the inherent worth and dignity of all forms of useful work;

c. help students to gain an understanding of their achievement abilities, interests, and personality characteristics and use them wisely in career planning;

d. career development is a continuous process of choice and decision throughout the life of the individual, educational planning must take into account that each person will probably hold several different jobs in his working life, therefore, students need exposure to numerous careers;

e. help students develop a positive attitude;

f. help students to understand the traits that are basic to getting along with others and help them become aware of peoples needs and problems;

g. students can become aware of the values, life goals, and philosophies of successful people related to the subject area;

h. an awareness that social skills, mature personality and ability to get along with others are required of all students regardless of the kind of work they do;

i. make students aware of the occupational structure, with the related social and psychological factors, with changes in the World of Work, with occupational trends and developments, and special features of certain occupations such as: duties of the job; qualification, renumeration, working conditions, and advantages and disadvantages of the occupation.

Title: Career Guidance Handbook; developed and published by the Division of Vocational-Technical and Higher Education at the Alabama State Department of Education (Montgomery, Alabama 36104)

Audience: Educators/administrators

Goals: This booklet states the position of Alabama State Department of Education toward the necessity of career guidance as a vital and guiding component in that state's career educational program plans.

Description: This 23 page booklet includes a rationale to justify a career guidance program as well as objectives, the Alabama career educational model, a statement of the process, components definitions, identification of responsibilities, a check list for teachers and administrators, and bibliography.

Comments: This is a clear presentation, in a step-by-step manner, of the need for career guidance in connection with a program of career education.

Example: The objectives for career guidance seem to be clearly defined and might be useful for the purposes of our project. They are as follows:

Self-Awareness/Self-Identity

Objective 1. To help students develop positive feelings about themselves as persons of worth, to know themselves, and to recognize and accept their feelings, their achievements, and their interests.

Educational Awareness/Educational Identity

Objective 2. To help students become acquainted with the array of educational opportunities which will become available to them as they progress through school, the nature of these opportunities, and the career implications in these opportunities; to help students perceive the relationship between education, life roles, and life styles.

Career Awareness/Career Identity

Objective 3. To help students become acquainted with the variety of occupations in which people are employed, the various personal meanings that work has for adults, and the patterns different people follow in developing careers.

Economic Awareness/Economic Understanding

Objective 4. To help students become acquainted with the basic economic system and the social and economic changes which are occurring in the United States and the rest of the world, and the possible implications of these changes for their careers.

Decision Making/Career Decisions

Objective 5. To help students understand the value and the process of rational decision-making, and through practice to develop decision-making skills and to develop a "sense of agency,"--the confidence that what they decide or plan can indeed have an effect upon what happens to them.

Beginning Competency/Employment Skills

Objective 6. To assist students in the selection of and entry into appropriate educational programs and to help them evaluate continuously their progress in developing salable competencies and skills.

Employability Skills/Career Placement

Objective 7. To assure that every student, at the time of leaving or graduating from high school, will be placed according to his career plans in an entry-level job or apprenticeship, a junior college or technical school, a senior college or university, or in the armed services.

Attitudes and Appreciation/Self/Social Fulfillment

Objective 8. To assist students in their career development so

that they are able to anticipate changes in themselves and their environments and will be able to continue to plan and carry out personally satisfying and productive pursuits throughout their lives.

Title: Counselor's Workbook; developed by the Career Guidance, Counseling and Placement Project, the University of Missouri and the University of Columbia; it was published by Guidance Services, Division of Elementary and Secondary Education (State Capital Building; Pierre, South Dakota 57501)

Audience: Educators/counselors

Goals: To assist school counselors of South Dakota in the planning, development, implementation, and evaluation of an effective guidance and counseling program.

Description: Presented in this workbook are an accountability model, a needs assessment instrument, and suggested objectives and accompanying activities to aid a counselor in the development of an effective program.

The accountability model includes five phases. They are: (1) assessing needs; (2) prioritizing needs; (3) developing objectives; (4) developing activities to achieve objectives; and (5) evaluating the program.

Materials and activities to be used in meeting program objectives based upon the returns of the needs assessment include use of media, writing, role-playing, game playing, awareness groups, encounter groups, individual counseling, drawing and self-portraits and parent meetings.

There is a bibliography detailing all materials referred to in the guide.

Comments: This workbook deals with the heart of the career development field in designing a specific program to address the affective needs of learners on a realistic basis.

Example: A representative sample of workbook materials is as follows:

STUDENT NEED: Understanding and Accepting Self

RELATED ASSESSMENT ITEMS

13. To understand my abilities, interests, and other characteristics.
23. To understand, accept and like myself better.
27. To develop confidence in myself.
34. To understand how my feelings affect my behavior.
60. To learn how to be more accepting of my appearance.

OBJECTIVE: To facilitate awareness of personal goals, capabilities, and feelings so as to encourage positive self-concept.

SAMPLE ACTIVITIES		PROCEDURE	POSSIBLE RESOURCES
A. Small Group Awareness Work	1.	Discuss the purpose of small group awareness work with the administration and gain support	Counselor
	2.	Form small groups ranging from 3-5 members.	Teacher
	3.	Utilize sensitivity and awareness materials, e.g., the book Awareness by John Stevens	Book- Awareness by John Stevens
B. DUSO and/or Magic Circle	1.	Arrange time to use DUSO or Magic Circle. (suggested for elementary grades)	Teacher Counselor DUSO Kit Magic Circle Kit

C. Introductory Paragraph	1. Student prepares an introductory paragraph describing self as he/she sees self and to a group of people.	Counselor Teacher

SAMPLE ACTIVITIES	PROCEDURE	POSSIBLE RESOURCES
	2. Student completes paragraph, but is not required to turn it in. Opportunity for conference with teacher or counselor is provided.	Counselor Teacher
D. The Ungame	1. Arrange blocks of time to use the game.	Teacher Counselor The Ungame
	2. Form small groups of students.	
	3. Give students freedom to move at their own pace, allowing interaction, etc.	
E. Personal	1. Students are given explanations of the services available and the special relationship between student and counselor. Procedure for contacting counselor is explained.	Counselor
	2. Provide individual, personal counseling to all students requesting these services.	

Title: Foundation for a Seventh Grade Guidance Unit: An Analysis of the Development Level of the Seventh Grade Student and Nationally Current Occupational Guidance Classes - 1970; developed by Fred A. Rowe; published by the Utah State Department of Public Instruction (Salt Lake City); sponsored by U.S.O.E.

Audience: Educators/social scientists

Goals: To provide background for vocational guidance in a classroom curriculum.

Description: The report includes a review of the relevant literature and current practices in the field of occupational guidance. Several guidance approaches are considered, but the developmental approach utilized by the New England School Development Council is included in its entirety because of its comprehensiveness.

The report is organized into five sections: description of the choice process; outline of the stages in vocational development; definition of vocational development tasks; a review of the vocational, social, emotional, and intellectual characteristics of the seventh grader and a summary with curricular implications.

The report concludes with: a list of guidance objectives; activities and projects geared toward meeting those objectives; a short bibliography of relevant educational materials; and, brief comments about guidance program evaluation.

Comments: This paper presents background not just in vocational education but in the problems peculiar to dealing with pre-adolescent development. The teaching strategy recommendations seem well reasoned and useful as guidelines in curriculum development.

SUMMARY

The Alabama Guidebook can be used for baseline information when developing programs dealing with developmental phases for intermediate age students. The Alabama Handbook presents a well-reasoned statement of the need for a guidance

program as a vital part of a career education curriculum. The South Dakota Workbook is filled with activity ideas which are carefully drawn around stated objectives and is strengthened by the inclusion of an accountability model.

Although the Utah guidance unit directs some attention to the particularism of vocational education, it is an easily adaptable material for career education which offers the developer familiarity with the developmental approach taken by the New England School Development Council.

V. COMBINED APPROACHES TO CAREER EDUCATION PROGRAMS

These project reports indicate the developing understanding that career education is not an isolated curriculum which can be achieved by one teacher or one program alone. They describe an approach for teachers working with other teachers and for teachers working with members of the business community.

Title: Career Education Project for School Personnel; developed and published by the Occupational Research Unit of Wake County Schools (Raleigh, North Carolina 27608) in 1973

Audience: Educators/curriculum developers/business leaders

Goals: To set up a means through which teachers could learn more about business communities, and vice versa, and to effect a more open attitude between these two communities.

Description: Suggestions in the materials include the following:

Phase I:
a. Organize a "corps" of business men to advise and influence.
b. Organize a "corps" of teachers to advise, coordinate and influence.

Phase II: c. Recruit resource people from civic clubs, associations and interested companies.

Phase III: e. Set into motion the activities with a well-organized plan.

f. If a summer program is implemented, follow an organized plan.

g. In order to continue the program, follow-up with letters and visitations to companies.

Phase IV: h. Develop techniques whereby teachers may use the career information and resource people in the classroom.

i. Organize activities within the career awareness framework which will allow students an opportunity to participate.

Comments: This project deals directly with the adults involved in career education and is based on the idea that,"The success of a school system, measured by the success of its students, depends on the total community involvement."

Example: The objectives of the project are as follows:

1. To provide teachers and educators with experiences which could positively influence their attitudes toward, and knowledge of, the world of work.
2. To offer industry insights into recent educational thinking particularly in the field of career education.
3. Based on this trading of experience and information between educators and industry, to create a model of industrial involvement in career education of sufficient strength to have positive effects on curriculum.

Title: Vocational Education/Special Education Project - 1973-74; developed and published by the Educational Agency at Central Michigan University (Mt. Pleasant, Michigan 48859)

Audience: Educators

Goals: The basic philosophy focuses on a close, cooperative working relationship between vocational and special education teachers. This cooperative relationship creates the essential supportive instruction which special students often need to be successful in vocational education programs and eventually in occupations of their choice.

Description: The booklet describes program planning and development for special students. It takes the cluster approach to vocational education and combines it with identification of the student's special needs. Once the student is placed in an occupational cluster or subcluster program, the booklet describes in behavioral terms knowledge and task skills the instructional methods and materials should help effect.

Comments: The booklet is specifically designed for vocational education for special students.

SUMMARY

Although the project developed by Central Michigan University seems to deal with specialized problems which this project will not encounter to any measurable degree, it is a valuable reference tool. The North Carolina project supports the necessity for community/academic cooperation in making career education a viable force for students.

IV. FIELD TEST RESULTS

The following is a report of the field test of the career education units developed by the state of Arizona.

Title: A Statewide Unified Assessment of Career Education Units Field Test Report; Vol. I; developed by Frank Vicino, James S. DeGracie, Chris Downs and Don Peterson; one of a series in the Arizona Statewide Field Test 1973-74 conducted by The Department of Research and Evaluation, (Mesa Public Schools for The Arizona State Department of Education)

Audience: Arizona administrators/teachers/curriculum developers

Goals: The field test was designed to examine the success of Arizona designed career education units in terms of the unit's ability to affect positively students' cognitive, affective and psychomotor behavior according to expressed performance and behavioral objectives. A secondary purpose of the field test was to provide data which could be used to refine the units and assist in determining implementation strategies.

Description: Basic unit data was collected by the use of UNIVAL, an instrument designed to garner student/teacher demographic information, student/teacher attitude, student unit performance and unit cost. Another evaluation strategy called the "Panel Review" was used to gather in-depth unit refinement data. The data analyzed was from approximately 5,000 students and 174 teachers.

All 14 units which were field tested were satisfactory enough to be included in the 1974-75 statewide implementation program. It was recommended that an attachment containing suggestions for refinements listed in the individual unit reports, be attached to the appropriate units for use by the implementation teachers.

Example: This report states:

> The diversity of profiles throughout the field test argues well for learners ethnic representation in the field test. This diversity can also assist other Arizona districts contemplating the use of the field test career education units in implementation. Administrators from other districts could subject their district to the same technique of ethnic profiling as employed in this report and, by examining the various units' success in similarly profiled projects, could list priorities of unit implementation.

Comments: This study reports a negative correlation in the relationship between teacher attitude toward the unit and learner performance. That is, the more positively disposed the teachers were to the unit, the poorer the learners performed. The study explains, "This surprising result gives rise to a number of possible hypotheses. The most probable being that the learner performances across units were fairly high and stable, so that it was difficult to discriminate between the teachers' attitudes toward the unit. Learner attitude (not broken down ethnically) was positive toward all units across all projects. Learner performance on the unit--the overall percent of

correct scores for all the units by all the projects was a high 80%.

SUMMARY

This field test indicates that learners favored the career education curricula and also indicates the surprising finding that the more positively disposed the teachers were toward the career education unit, the poorer the learners performed. The evaluators hypothesize that the latter finding could be explained because learner performances across units were fairly high and stable so that it was difficult to discriminate between the teachers' attitudes toward the unit.

VII. NATIONAL STUDY OF STUDENT CAREER DEVELOPMENT

This study is based upon a nationally representative sample of approximately 32,000 eighth, ninth, and eleventh grade students and sought to find out what those students say they need, what they know and what they have done about career developing and planning.

Title: A Nationwide Study of Student Career Development: Summary of Results; developed by Dale Prediger and others; published by the Publication and Information Services Division of the American College Testing Program (P.O. Box 164; Iowa City, Iowa 52240) in 1973

Audience: Administrators/educators/social scientists

Goals: To assess and summarize core aspects of the career development of American youth enrolled in grades 8, 9, and 11.

Description: Because this study is unique, both in its focus on career development and in its national scope, it may provide educational policy-makers and planners with a new perspective on the career development status and needs of American youth. Study results provide baseline data

that can be used to assess the impact of the career education/ guidance programs now being implemented.

Study results are based upon a nationally representative sample of approximately 32,000 8th, 9th, and 11th grade students in 200 schools organized around the following three themes:

(1) What students say about their career development status and needs.

(2) What students know about occupational and career planning.

(3) What students have done about occupational exploration and career planning.

The survey instrument called for student responses to 267 questions.

Comments: A major finding in this study is the sharp contrast between the help students needed with career planning and the help students have been receiving.

SUMMARY

In general, the study results support emphasis on career guidance and career education insofar as the students studied indicated they wanted much more help with career planning than they had been receiving.

VIII. EXEMPLARY PROGRAMS IN CAREER EDUCATION

This section "An Anthology of 15 Career Education Programs," a report developed by The Center for Occupational Education, and North Carolina State University as a result of the National Center for Education Communication, U.S. Office of Education's grant to "identify, document and spread" information about career education. Forty-one career education programs were visited and fifteen of the programs were selected for study according to these criteria:

"...the career education programs were founded on firm philosophical bases; they will be functioning in the 1972-73 school year; and the programs were situated in total education agencies which are characterized by a variety of budget patterns and sources of funds, student clientele, staffing patterns, and career education curriculum design and implementation.

Also, these programs are located in local education agencies which are rural, urban and suburban in nature; they are distributed geographically and demographically among the 50 states; they represent student and community populations of black, white, and Mexican-American; they are accessible to airports and served by major highway systems; and they welcome visitations--on a planned schedule--from individuals interested in either implementing or expanding career education programs."

Each career education program is presented in the following format which differs from that used in the other portions of this report.

TITLE

The name of the school district about which the report is written and its location.

Goals

A listing of the program's goals or a summary statement of program goals.

Exemplars

A statement describing some particular aspect of the program which might give it unique characteristics or exemplary status.

At the conclusion of the entire section, there is a statement regarding possible use of various ideas or approaches found in these materials for the Native American Career Education project.

Title: Anne Arundel County (Annapolis, Maryland)

Goals:

1. To provide programs which will equip students with an occupational skill for job entry, if they so desire, when they complete their thirteen years of schooling.
2. To prepare students for our changing technological society by developing intellectual skills and the ability to analyze a problem and make decisions so that they will be able to adapt to changes in their lives and in their occupations.
3. To develop in students the proper attitudes and behaviors which will enable them to obtain and hold a job and succeed in career advancement.

Exemplars: The program-community interaction aspect of this program is most interesting insofar as the developers conducted a survey of job opportunities in the area prior to development. A listing of potential employers is updated on a continuing basis and made available to students.

Title: Ceres Unified School District (Ceres, CA)

Goals: "The new school program, according to district personnel, will reflect, in each new or traditional school activity or purpose, an orientation toward occupational awareness. Each school function will be structured as to define and develop attitudes and self-concept, and provide both the general background and eventually the specific information directly related to the developing career projection plan of each student. The problem to be solved is the inadequate preparation of the student for the everyday work world in which he will take a role. This program is designed to meet that problem with a comprehensive school experience which is both motivated by and directed toward the requirements of that role."

Exemplars: This program is being developed to reach students in grades kindergarten through 14, and includes two highly specialized elements.

One is that intensive short-term specialized courses have been designed into the program in order to satisfy the needs of students who plan to drop out of school. This element of the program allows the student the opportunity to acquire job-skill preparation in a single occupation in which there is employment demand.

The other is directed toward the needs of physically and emotionally handicapped youth. The Division of Special Education of the State of California is assisting the Ceres Unified School District in the development of this element which will be designed to interface the Career Education Program.

Title: Cobb County School System (Marietta, Georgia)

Goals: Among the many purposes of this program, developed for students grades one through twelve, are the following:

1. To stimulate student identification of career objectives.
2. To increase student knowledge of exploration skills.
3. To give the student more opportunities to work with others in a group situation.
4. To create opportunities for students to explore personal career objectives.

Exemplars: "Unique features of the program include the Youth Museum dedicated to providing information about careers, units featuring career emphasis for subject areas, a plan for 100 percent county-wide implementation within two years, a job placement program for high school students, and a most comprehensive career curriculum development program."

Title: Helena School District (Helena, Montana)

Goals: The goals of the program are:

1. Broadening occupational orientation of elementary, junior high and high school levels.
2. Broadening occupational aspirations and opportunities.
3. Systematic identification of work opportunities for youth at various levels.
4. Systematic training of youth for identified available jobs.
5. Placement of students in jobs on a part-time basis prior to high school graduation wherein the student has significant productive responsibilities and receives financial and academic credit rewards.

Exemplars: The Career Education program in Helena has the support and encouragement of the Board of Education which has assured the continuance of the demonstration program for a five year time period even though the exemplary project grant will expire in three years.

The kind of close cooperation that exists throughout the community can perhaps be best illustrated by the Outdoor Environmental Education program to be instituted next school year. The Model Cities project has contributed $29,000 to assist with some of the program's need for additional funds. The U.S. Forest Service is making available 3,200 acres of forest land for the project. Personnel from other federal and state land management, conservation, and wild-life agencies will assist the project as advisors and instructors. So will other teachers in the school system as their special abilities are needed.

Title: Holyoke School District, Re-1 J (Holyoke, Colorado)

Goals: The mission of Holyoke School District Re-1 J is to help each student achieve the highest possible degree of enlightenment and competence which will contribute to a satisfactory and useful life in the world of work. To accomplish this mission the district shall provide an environment which encourages each student to acquire those attitudes, habits, skills, and understandings necessary for his success in the world of work.

Exemplars: The educational program for career education at Holyoke reflects the small, rural nature of the school system. With limited funds and a limited variety of local job opportunities for the students, the

offerings the school system can make in the skill training areas are limited to agriculturally related courses and business. Outside of these areas there are neither the students nor the funds available to justify the organization of specialized technical courses. To circumvent this problem, the school system has elected to use the resources of the community to provide specialized on-the-job training for its students.

Title: Kershaw County School District (Camden, South Carolina)

Goals: A number of goals established for the programs include: development of student potential, shaping work attitudes, fostering effective self-understanding and human relations skills and enhancing an information-based understanding of the world of work; helping students acquire either marketable skills or those which will permit the student to obtain appropriate levels of higher education; updating old job skills for the individual not regularly in school; reducing dropout rates; providing special training for handicapped and disadvantaged individuals; providing vocational guidance and counseling; helping place graduates on appropriate jobs; and keeping career education programming in the county up-to-date and in line with changing economic conditions.

Exemplars: Students are involved in the community relations efforts by means of their membership in various occupational clubs, such as the Distributive Educational Club, the Future Farmers of America, Future Homemakers of America, and a new proposed group named the Junior Engineers Technical Society.

Title: Knox County Schools (Knoxville, Tennesses)

Goals: The middle school level goals of the program are as follows:

A. General Goals

1. Develop self-concept
2. Create experiences (use of tools, etc.).
3. Provide occupational information.

B. Implementation Goals

1. Provide career instruction in all subjects.
2. Use career learning laboratories for job cluster information.
3. Focus on contemporary arts.
   a. Shop
   b. Home arts
   c. Art
   d. Dramatic arts

Exemplars: An interesting feature of the program is the ongoing program of the school which involves almost every grade level to make its unique contribution to the construction of 2-3 houses each year. The houses are sold and a fund is created to continue the activity the following year. Included in this program is the need for close interaction with community individuals and groups involved in the construction industry.

Title: Lawrence Unified School District #497 (Lawrence, Kansas)

Goals: The objectives of the career education program are:

1. Students will gain increased knowledge of occupations and careers through teacher-directed activities both in and out of the classroom.
2. Students will self-evaluate their interests and attitudes.
3. Students will develop a more positive self-concept through the structuring of success-oriented activities by teachers.
4. Through exposure to a wide range of different jobs, students will develop an appreciation of the worth and necessity of all work.
5. Students will learn to differentiate between good and poor quality products and services, and to analyze ways of making

more effective use of their personal resources, time, energy, and money.

6. Students will identify the skills and attitudes necessary for the world of work through "hands' on" or exploratory experience at the junior high level, and job visitation at the senior high level.
7. Students will prepare for future employment through participation in the on-the-job training programs.
8. School personnel (teachers and staff) will develop curriculum options in career education at all grade levels.
9. Staff will enlist community support through presentations about the program to community-parent groups.
10. Staff will encourage career education for all students through presentations to educators outside the district.

Exemplars: Parts of the junior high school program that are noted as "special features" are:

a. IACP (Industrial Arts Curriculum Project)
   World of Construction - Fall, 1972 - Required course for 7th grade boys.
   World of Manufacturing - Fall, 1973 - Elective for 8th and 9th grade boys.
b. Materials and Processes - Fall, 1973 - Elective for 8th and 9th grade boys.
c. Designs for Living - Fall, 1973 - Required home economics curriculum for 7th grade girls.
d. Teen Topics I - Fall, 1973 - Elective for 8th and 9th grade girls.

e. Teen Topics II - Fall, 1973 - Elective for 9th grade girls.

f. Rent-A-Kid - Student manpower pool for odd-jobs in the community.

Title: Lebanon School District (Lebanon, Oregon)

Goals: The program's goals are:

A. To involve each student in full and sequential career education which will assure (1) the appreciation of all vocations, and (2) effective vocational decisions.

B. To assure that each student reads at his optimum learning potential in order to meet his personal needs in: (1) enjoyment, (2) employment, (3) advance training, and (4) broadening general knowledge.

Exemplars: Innovative and exemplary practices may be found at every level. An occupational interview series on video tape for the elementary grades has attracted national attention. A nearby farm has been leased and turned into a land lab for use in teaching a wide variety of subjects and skills from the elementary level through high school. Students in construction technology are building a three-bedroom house with labor union inspections of each installation. Students in the health occupations cluster spend one entire semester on the job in community agencies and institutions. Students in the office clerical and secretarial clusters progress individually according to their own efforts

and abilities. In addition, every occupational program has an accompanying student organization which helps maintain the student's enthusiasm for education.

Title: Mid-Hudson Career Education Development and Information Center (Pleasant Valley, New York)

Goals: The goals for the program are:

1. to provide concrete learning experiences for all students, which include a general orientation to the world of work beginning with the earliest possible grades; and,

2. to provide a total education approach in which both academic and vocational education are integrated for the purposes of helping students develop social and self-concepts, proper work attitudes, a desire to achieve, adequate reading and arithmetic skills, and general occupational orientation, exploration, and training.

The major objective for this project is to develop materials and activities for the schools and agencies of the Mid-Hudson Valley in order to enhance vocational development and occupational awareness as an integral part of the educational process.

Exemplars: The Mid-Hudson Career Development and Information Center located in Pleasant Valley, Duchess County, New York, serves 84 public school districts in the seven counties of Columbia, Duchess, Green, Orange, Putnam, Sullivan, and Ulster in an overall student population of 280,000. The districts range in size from a small city of 2,000 pupil population to a city of 14,000 pupil population. Within this seven-county area, the Center is responsible for assisting in the implementation of Career Education in 5 pilot schools representing 5 of the 84 public school districts. The program operating in the pilot schools is designed to reach all of the approximately 35,000 pupils in grades K-12.

Title: New Albany School District (New Albany, Mississippi)

Goals: The general goal of the program is to assist students both in making a meaningful career selection and in preparing for a career. The primary objectives of the career-centered curriculum project are:

1. To develop and implement a career-centered curriculum program as an integral part of the curriculum.
2. To incorporate into this curriculum a program of guidance, placement, and follow-up that will be available to all students and prospective students in grades 1-12.

3. To provide in-school students with career education that will develop a salable skill or preparation to enter college.
4. To establish a program of local planning and evaluation.

Exemplars: Unique features of the program are the early childhood program, modeling of the curriculum to fit the needs of students, the vocational education center, and the concept of career development as a developing process.

Title: Pontiac School District (Pontiac, Michigan)

Goals: The guiding statements of goals and objectives for the program for grades 7-8 are as follows: to provide experiences for students to assist them in evaluating their interests, abilities, values and needs as they relate to occupational roles; to provide students with opportunities for further and more detailed exploration of selected occupational clusters, lending to the tentative selection of a particular cluster for in-depth exploration at the ninth grade level; to improve the performance of students in the basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme.

Exemplars: All junior high schools are setting up programs to prepare sixth-grade students for junior high school. These programs include: parent nights, visitation to junior high schools, visits to junior high schools, visits by junior high students to feeding elementary

schools to explain their program, and counselor visitations. One junior high school has developed a questionnaire to determine student interests in vocational planning, to be followed by field trips or representatives coming in to talk to students about these interests. Another junior high school has developed occupational material according to subject areas in the curriculum, and each teacher can use this material to relate occupations to the subject he or she is teaching.

Title: Renton School District #403 (Renton, Washington)

Goals: The goals of Renton's career education program for children in grades 6-9 are that the children will be expected to:

1. understand and appreciate the positions and contributions of industry and labor;
2. understand the structure and pattern of business and labor;
3. understand career opportunities in the light of present and anticipated employment needs;
4. understand the formal and informal training programs relative to occupational entry;
5. understand personal abilities, achievements, interests, values, and needs (self-concept) in relation to training and employment; and,
6. formulate a training plan leading to related occupation objectives. (This preliminary commitment is built on the basic skills, knowledge, and understanding acquired in pre-vocational classes. Formulation of a training plan is an essential step in vocational decision-making.)

Exemplars: One element of the program, described as "occupational-versatility" is especially interesting. It is an upgraded, student-directed program in which all boys and girls rotate by class through the large multiple-purpose shops, selecting their own individual projects, following detailed instructions in print and on film, using power machines and safety equipment, and maintaining complete records of their progress. Instructors act as consultants, and maintain a continuing watch over student activities.

Title: Springfield Public Schools (Springfield, Oregon)

Goals: There are seven overall career education goals in Springfield's Long Range Plan:

1. To provide sufficient experiences and information at all grade levels so that students will be aware of their abilities and therefore make wise selections of career goals.
2. To prepare students at the secondary level with the skills and knowledge necessary for entry into future employment in an occupation or group of closely related occupations (clusters).
3. To provide education that is socially and economically relevant to the needs of the individual and to the manpower requirements of the nation, state, and community.
4. To provide adequate and continuous guidance of students to assure proper placement in career education programs.
5. To provide curriculums in career education which link general education to the world of work.

6. To utilize all personnel--administrative, supervisory, teacher education, State Department, teachers, and counselors in the achievement of career education objectives.
7. To provide systematic evaluation of programs by administrators, teachers, and advisory committees to assure its relevance to a dynamic and changing world of work.

Exemplars: In 1968 a Federal research grant was received by Oregon State University to assist the Springfield District in developing a total career education program. The impact of this vocational research effort, a three-year project known as CORE (Careers Oriented Relevant Education) is unmistakeably evident and widely acknowledged by administrators and teachers in the Springfield schools. CORE is spoken of as a "process" rather than a program, through which relatively small amounts of Federal assistance are used to generate program development in the district by local school personnel.

Title: Toledo Public Schools (Toledo, Ohio)

Goals: Goals have been stated for each component of the Career Education Program. At the junior high level (grades 7 & 8), the primary goal of career orientation is to acquaint students further with the world of work and broad families of occupations. The ultimate goal is to help a student understand the importance of his education, and discovering this, increase his dedication to that education, thereby returning to the student what is his nature--the responsibility for learning.

Exemplars: Special features of the junior high program are: A Career Film Guide; Getting It Together--a structured TV series on 10 career oriented units, along with a teacher's manual; a trimester approach to career orientation on a school-wide basis; an Activities Manual for each subject area with objectives listed, materials suggested for use; a program folder of appreciation sent to each participant for the Career Orientation Program; and a special career exposure and guidance program for each 8th grade student; and a poster contest in connection with the American Vocational Association week in February.

IX. COMMUNITY CONTROL FOR CAREER EDUCATION DEVELOPMENT

The following materials, one a United States government report and the other a paper from one Native American community, stress the importance of local development of career education curricula by Native American peoples.

Title: Politics of Local Control: Ramah Navajo Community Forms a School; developed by Robert Norris; presented at the annual meeting of the Comparative & International Education Society (San Antonio, Texas) in 1973

Audience: Educators

Goals: The Ramah Navajo Community voted to create a school board (1970) and assume responsibility for control of the already existing school.

The thesis developed here claims that indigenous or local control is essential for these countries (former & present colonial societies) to be free educationally from the colonialists' domination of their lives and institutions. Native Americans have become disinterested in the irrelevant institution of education imposed upon them over the past hundred years.

Description: This high school curriculum tended to stress the bicultural setting. Many of the traditional U.S. subjects as taught in public schools were included, but with adaptations. English, for instance, was classified as a foreign language. Physical education stressed life long leisure activities rather than pure calisthenics. New courses included business oriented course, Navajo culture including philosophy of life, Navajo language, and other courses for community development.

Comments: This paper presents an overview of the establishment of a community controlled and developed high school. It carefully tells the hows and whys of an institution designed to specifically serve this Navajo community.

Example: A section quoted from a parent interview gives insight into an expressed need for an individualized career education program:

"Q. Then you think one should solve or be helped to solve his problems and then work on a career:

A. No, some of this depends on the individual's own ideas. After all, the individual is going to live his own life. He has to be aware of the problems that exist and live according to his own thinking.

Q. Now, what about things that should be taught relative to work?

A. On that, I suppose, secretarial work, art, whatever else they and you want. I don't know whatever else is possible. Albuquerque and elsewhere, these would be good starting points. As it is I'm not that familiar with the school. I'm speaking from just what I have heard and learned. I like the school being back with us."

Title: The Southwest Indian Report; developed by the U.S. Commission on Civil Rights; published by the U.S. Government Printing Office (Washington, D.C. 20402) in May, 1973

Audience: General public

Goals: This report gives both an overview and detailed picture of the lives of Indians living in the Southwestern U.S. (more than 20% of the total Indian population of the U.S. reside in Arizona and New Mexico). Attention is given to the following areas: employment, education, health, administration of justice and water rights. Conclusions are drawn by the committee and recommendations are made.

Comments: After hearing testimony in Albuquerque and Phoenix, the Civil Rights Commission makes the following recommendations for action needed to improve the Indian educational system: (1) Maximize the participation of Indian parents in the educational system of their children and use more direct control over educational policies and administration of reservation and Indian boarding schools in the members of Indian school boards; (2) Substantially increase the number of Indian personnel at all levels of the BIA school system and other school systems with substantial Indian enrollment; (3) Implement Johnson-O'Malley regulations to ensure that funds provided by the program will be expended solely for programs to meet special educational needs of Indian children so as to provide that representatives of the Indian community control the use of these funds.

SUMMARY

The U.S. Civil Rights Commission report clearly states its recommendations for the U.S. government's role in Native American education. The focus is on the need for Indian community control of education for Indian children. This is a forceful statement urging virorous implementation of educational programs for and by Indian peoples.

The information gathered in the Ramah community as to general desires and problems were used as the basis for career education curriculum development and should be studied carefully by educators and developers.

X. APPROACHES TO CAREER EDUCATION AT THE ELEMENTARY SCHOOL LEVEL

Both of the programs reported on in this section concern themselves exclusively with elementary school career education programs, but both could be adapted for older students and thus have value for our project.

Title: A Guideline for Career Awareness Programs for the Elementary Schools; developed and published by the Washington State Coordinating Council for Occupational Education (P.O. Box 248; Olympia, Washington 98501)

Audience: Educators

Goals: To provide guidelines for career awareness programs in the elementary school.

Description: The guide is divided into sections concerning goals, concepts, objectives, suggested activities and learner expectations.

Comments: This guide specifically concerns itself with an elementary school age career awareness program.

Example: The following is a representative selection of the material in this guide:

Goal C: develop attitude, knowledge, and skills needed for effective employment.

General Concept: basic skills are necessary for most jobs.

Objectives:

1. Examine qualifications needed by workers in various jobs.
2. Recognize that occupations have vocabularies uinque to them.
3. Relate the value of personality traits to doing a job.
4. Describe tools and equipment needed in various occupations.
5. Integrate computation skills and design capabilities with production skills.
6. Examine and work with tools.
7. Use and store AV equipment.
8. Become aware that most jobs are not so simple as they seem.

Suggested subject area: language arts

SUGGESTED ACTIVITY NO. 1:

Relate the following story using a transparency for a bulletin board.

Peter has been going to school a number of years. He has learned many things in school--how to read and write, how to multiply and divide, what makes the world tick, and how to stay healthy (remove cloud a). He knows all about himself--what his interests and abilities are. He is interested in football, music, and making things (remove cloud b). He knows he has mechanical ability and musical ability (remove cloud c).

Pete is now ready to go to work--he thinks. But wait a minute, there is something wrong here. Something is missing! What is it? Through class discussion and speculation the students should be able to arrive at the conclusion that Pete needs information about careers (at which time the teacher may remove cloud d).

LEARNER EXPECTATIONS:

The student will be able to state in writing why he needs career information.

MATERIALS:

Sample bulletin board or overlay transparency. Each of the

"thinking clouds" can be removed at the appropriate time to reveal the following terms:

a. school preparation;
b. interests;
c. abilities;
d. career information.

Title: Careers - An Introduction to In-Service Workshops for Teachers and a Curriculum Sampler; co-sponsored by the Minnesota Environmental Sciences Foundation, Inc. (5400 Glenwood Avenue; Minneapolis, Minnesota 55422) and Robbinsdale Area Schools, Independent School District 281 4148 Winnetka Ave. North; New Hope, Minnesota 55427)

Audience: Educators

Goals: This book addresses itself to career education programs for elementary school students. It focuses on a fairly traditional procedure for initiating new programs in schools--in-service training. The "Curriculum Sampler" describes some of the events that took place in the classrooms of the participating teachers.

Description: This workshop developed six behavioral objectives which the project developers expected teachers to achieve. They are as follows:

1. Attendees will have participated in four interrelated field tested career education activities.
2. Attendeed will have used a curriculum planning matrix to analyze and report at least one major unit of study in all subject areas for which they are responsible.
3. Attendees will have used a curriculum planning matrix to relate at least three subject area content/skills to any specific career education element.

4. Attendees will write at least one unit of study or modify an existing unit which incorporates, as an objective, at least one career education element.

5. Attendees will write the unit stating both instructional objectives and student performance objectives.

6. Attendees will write one unit evaluation plan based on stated objectives.

In summary, these were the concerns that led to the ultimate design of their three-year workshop:

1. We needed to do everything that can be done to ensure teacher implementation of career education processes.

2. We needed to provide teachers with skills rather than information in the utilization of the processes.

3. We felt a partial solution to our problems was to encourage teachers in the process of curriculum development.

4. We needed to teach a process for curriculum development in order that the product would be useful and teachable.

5. We needed to maintain the climate of open exchange we had established in our first two workshops.

6. We wanted teachers to enjoy the entire experience.

The in-service workshop lasted five days and served 20 elementary school teachers.

Comments: These workshop-developed materials can be adapted for use at any grade level.

Example: OBJECTIVES:

The children can list three different careers in music. The children can construct a musical instrument.

THE CLASSROOM SCENE:

Bang, thump, clink-clink, rattle, twang, rattle, buzzzzzz. These are the sounds of "music" rising off the floor of the classroom where youngsters partially hidden by desks are putting the finishing touches on an incredible assortment of musical instruments. One youngster is attaching fishline to his coffee can bass violin while his partner advises him at the correct string tension. At the

moment the instrument produces a sound similar to a broken chair spring. Three girls are painting the handles of their bottle cap shakers which make a pleasant clinking as they rotate on the desk tops. The teacher in mock disapproval of the clamor, covers her ears, yet the broad smile remains as she views the activity of the young music makers scattered about the room.

ACTIVITIES IN PERSPECTIVE:

From the beginning, "The Sound of Music" had been a pleasant merger of science and music. The youngsters had been eager to mess about with tuning forks, experiment with sound transmission and investigate their personal audio system--the ear. They drew huge pictures of ears, named and labeled component parts and worried a bit about hearing loss. Would it happen to them? Just how dependent are we on our sense of hearing for a full and happy life?

SUMMARY:

The Minnesota project focuses particularly on the need for creating an on-going process of the teacher getting information about awareness and building teacher confidence in dealing with the world of work which may lie far afield from their own particular discipline of education. In both programs, the process orientation is emphasized.

XI. METHODOLOGY

Although there is not, as yet, a standardized method of teaching career education, there seems to be a firming-up of approaches. The following paper deals with the importance of non-verbal communication in teaching a specific skill which deals with an area of "teaching style" which is now beginning to be recognized as having great import for many students.

Title: The Role of Non-Verbal Communication in Students' Abstract Understanding of a Technological Concept in Junior and Senior High School Industrial Arts; developed by Everett N. Israel; published by Morgantown College of Human Resources at West Virginia University; sponsored by the National Center for Educational Research and Development (DHEW/OE) in Washington, D.C.

Audience: Educators/social scientists

Goals: This study sought to determine whether a verbal instructional medium complementing a nonverbal instructional medium would result in the development of a higher level of abstract understanding of a preselected technical concept than the use cf either medium alone or

the verbal instructional medium supplementing the nonverbal medium.

Description: The procedure was as follows:

1. selecting a technical concept.
2. developing a subordinate hierarchy
3. writing test materials to measure abstract learning
4. determining the test's reliability
5. identifying the sample
6. collecting the data
7. analyzing the data

Comments: There were 761 boys treated from 22 junior high schools. Results of the study indicated that the guidelines used to plan the verbal medium complementing the nonverbal lesson resulted in the students acquiring the largest amoung of abstract understanding of a technical principle.

Title: "Using Nonverbal Warmth to Increase Learning: A Cross Cultural Experiment"; developed by Judith Kleinfeld; published in the Journal of Education Research (June, 1973)

Audience: Teachers/administrators

Goals: The major purpose of this study was to test, through a careful experiment, a hypothesis suggested by extensive classroom observation of effective teachers of Eskimo and Indian students: Nonverbal teacher warmth increases the learning and verbal

communication of Eskimo students.

Description: Twenty village Eskimo students and 20 urban white students were equally divided by sex and randomly selected from the ninth grade. The procedure for introducing the experimental situation was first to talk with and receive approval from the Fairbanks Native Association's Boarding Home Program and Education committees and then to repeat that process with the Fairbanks North Star Borough School District. The experimental situation was introduced as "college guidance and information sessions" and as a part of the school's counseling program.

Comments: This study suggests that teachers who use a nonverbally warm instructional style are likely to substantially increase the learning of both Eskimo and white students in their classroom.

Example: A number of studies have found that teacher warmth increases intellectual performance among white students. Examples are alertness in class (Ryans, 1960), work in class (Cogan, 1958), intelligence test scores (Exer 1966; Gordon & Durea, 1948), and academic achievement (McKeachie & Lin 1969). Some studies have found that teacher warmth also increases verbalness (Pope & Siegman, 1968; Reece & Whitman 1962), although other studies have not found this result (Williams, 1970; Heller, Davis & Myers, 1966).

The effects of warmth on Eskimo students, however, has not received much attention. One study (Kleinfeld, 1973) found that a warm classroom climate was related to greater verbal participation in classroom discussions for Eskimo and Indian students. Another study (Kleinfeld, 1973) found that instructor warmth led to higher intelligence test scores among Eskimo and Indian students.

SUMMARY

The nonverbal focus of this study by Israel and its results would seem to support the need for this type of teaching technique to be included as a general principal in career education as well as in the more specific area of vocational education which this study specifically addresses. The Kleinfeld study suggests that a teaching style which incorporates nonverbal warmth increases the learning and verbal communication among Eskimo students.

XII. CAREER EDUCATION INSTRUCTIONAL MATERIALS/UNIT

The curriculum materials reviewed in the following section represent many approaches to development of career education programs. Most of the materials are flexible enough to be infused into existing curricula areas and develop pragmatic ties to those areas. Most of the materials attempt to relate various academic approaches on an interdisciplinary basis and most rely heavily on the use of simulation methods.

Some of the materials suggest a focus on instruction for the student in understanding self-concept. The materials offer specific teaching suggestions and contain a wealth of interrelated and interrelating approaches to realistic learning about the world of work.

Title: The AIR Career Education Curriculum; developed and published by the American Institutes for the Curriculum Center for Occupational and Adult Education (AIR); Bureau of Adult, Vocational, and Technical Education; U.S. Office of Education; April, 1973

Audience: Educators at upper elementary and junior high school levels

Goals: To design and develop a comprehensive career education curriculum that is sufficiently detailed, yet flexible enough, to be used without special fiscal or administrative accommodation in large numbers of elementary and junior high school classrooms throughout the United States.

Description: The AIR Career Education Curriculum has been defined in terms of seven levels of increasing specificity:

1. Curriculum. The focus of the total curriculum is career education.

2. Programs. The curriculum consists of two programs which are designed to provide the information and skills students need to prepare for career-related decisions. The first program, "Awareness and Understanding," is designed to provide students with a base of information about themselves and about the kinds of career options they might consider. The second program, "Orientation and Exploration," is designed to provide students with planning and decision-making skills.

3. Strands. Each program is divided into two strands. In the first program, the strands focus on general categories of information about oneself and one's possible career options. In

the second program, the strands focus on the general skills necessary for goal formulation and goal exploration.

4. Areas. Each strand is divided into specific areas of information. In the first strand of the first program, one area is identifying one's own characteristics; in the second strand, one area is concerned with education and training as career options. In the first strand of the second program, one area is concerned with status assessment; in the other strand, one area is concerned with personal planning.

5. Topics. Each area is divided into three to five specific topics which each define the dimensions of the content to be covered.

6. Concepts. For each topic, specific realted concepts are specified. These concepts provide operational definitions of each topic.

7. Instructional Objectives. For each concept, specific instructional objectives are specified. A total of 1981 objectives have been developed for the curriculum. They are expressed in terms of student outcomes and outline student behaviors which would be associated with the various concepts.

Comments: Although the AIR Career Education Curriculum has been developed primarily for a middle-class Anglo student population which, in general, possesses a different set of background knowledge, specific interests, and available resources from that of the NACE student population, certain features of this curriculum might be useful. For example, the curriculum contains instructional units which might serve as useful sources of information and ideas. One activity, the Career Fair, might be especially useful in and easily adaptable to the NACE curriculum.

Example: CAREER FAIR LEARNING ACTIVITIES

Activity I. Occupational Awareness

1. Have each student make a list of all occupations they see pictured on television for two successive evenings. (Also remind the students to watch the credits at the end of a program to learn some of the jobs involved in producing a television show.) Put the lists together to form a master list, perhaps through group discussion of the occupations and recording the list on the blackboard.

2. Have the students make a career bulletin board, using pictures and/or articles from magazines and newspapers which illustrate various occupations.

3. Have the students study want ads to see what kinds of jobs are available. Ask each student to choose three jobs that he or she would like and tell another student or the class why these jobs were chosen. Conversely, have each student choose three jobs that he or she would not like and tell why these jobs were not chosen. Compile a master list of want-ad jobs (see suggested procedure in Step 1).

4. Compare the list of want-ad jobs with the list of television jobs. Discuss how the lists differ, and possible reasons for any differences.

Activity II. Occupational Exploration

1. Hold a class discussion, asking students to name occupations that interest them and to tell what things about themselves have made them interested in that particular occupation. Make a master list of these occupations. You will probably want to provide your students with additional occupations, such as the ones listed below, so that they can add them to the list. Then ask each student to choose the one occupation that most interests him or her.

1. Electrical Engineer
2. Mechanical Engineer
3. Mathematician
4. Dietitian
5. Doctor
6. Nurse
7. Pharmacist
8. Draftsman
9. Photographer
10. Dental Hygienist
11. Manufacturing Inspector
12. Personnel Worker
13. Salesperson
14. Airline Stewardess
15. Bank Teller
16. Cashier
17. Secretary
18. Telephone Operator
19. Auto Mechanic
20. Pressman

21. Appliance Repairman
22. Carpenter
23. Cosmetologist
24. Cook/Chef
25. Policeman
26. Truck Driver
27. Elementary School Teacher
28. Social Worker
29. Newspaper Reporter
30. Singing Teacher

2. Have each student research the occupation of his or her choice. Provide resource materials (see suggestions under Special Materials). Not only will students be able to glean information from these materials, but they may also want to obtain additional information by writing letters to, or interviewing, adults who are pursuing a particular career or by writing to the Department of Labor.

   To ensure equal coverage of information for all careers, reproduce Research Information Sheets for students. (A sample Research Information Sheet is included in the Career Fair booklet.)

Activity III. Career Fair

1. Once the students have completed their research, make arrangements for the Career Fair. The following logistical details will require attention: date, time, place, who will participate, and who will attend.

   Once these details have been resolved, the participating classes should begin to prepare for the Fair. These preparations would include making posters to advertise the Fair and building booths (or creating booths by rearranging desks or tables). You might also invite a "keynote" speaker, perhaps the principal, to open the Fair; put together refreshment stands; and so forth.

   Each student or team of students sets up a booth about the occupation researched. Encourage students to be imaginative in their presentations. For example, they might wish to collect props, such as the tools used in the occupation, and display them. Or they might role-play the occupation, perhaps wearing appropriate dress. If a parent holds the occupation, the students might invite him or her to come and "model" what he or she does and wears on the job. Students might also collect pictures--or visit a worker on the job and take pictures--and make a pictorial display. These are but a few suggestions for enlivening the presentations.

2. Have the students sponsoring the Fair circulate among the booths and have each choose three careers of particular interest to them. Basing questions on the information required in the Student Interview Sheets, they interview the students in these booths. (The Student Interview Sheets duplicate questions on the Research Information Sheets; samples are included in the Career Fair booklet.) After each or during each interview, the student fills out a Student Interview Sheet. Following the Fair, the participants could discuss what career booths were visited, and which careers were most popular. They might alwo want to explore

why certain careers were favorites (e.g., the career itself, the booth, the total presentation, a particular part of the presentation, etc.).

If other classes have been invited to the Fair, they also could interview participants and fill out Student Interview Sheets. This activity would be more meaningful to these students if prior to the Fair they had studied careers to be featured at the Fair and chosen three that interested them. Their teacher could use procedures described in Activity II to organize and monitor this research.

3. Have the students that sponsored the Career Fair evaluate the Fair. They might tabulate which careers received the most visits and what makes these careers most appealing.

Title: 101 Career Activities; developed by Career Education Projects; published by the Orange County Consortium (Orange Unified School District-Santa Ana Unified School District and Rancho Santiago Community College District)

Audience: Secondary educators/administrators

Goals: To describe various career-related activities that can be used with students.

Description: The booklet uses idea statements to explain various activities by subject area, i.e., Engish, Math, Social Studies, etc.

Comments: These activity ideas could be adapted to intermediate school programs with ease and used within existing units. A sampling of ideas included in this booklet is as follows:

Debate: "Interests are important than abilities in choosing electives or jobs."

Ask students to list occupations they reject as a way of revealing interests.

Have students keep a personal diary of their activities for one week. Have them note likes and dislikes and discuss in small groups the relationships to tentative career choices.

Have students list occupations which have some very specific physical characteristic requirements, e.g., professional sports, heavy construction work, high-speed assembly line work.

Have students consider requirements for jobs in terms of: hearing, eyesight, height, voice, energy level, general health, age."

Title: Career Education Curriculum Guides: Music and Health for Junior High School; developed by Jim Hart, Secondary Curriculum Specialist; published by South Dakota Career Education Program (435 Tenth Ave. Northwest; Watertown, South Dakota 57201)

Audience: Teachers

Goals: These career education units are offered as suggested examples of career education lessons that could be incorporated into junior high music and health courses. The guide's purpose is not to tell the individual instructor what he or she must do but rather to offer examples of what might be done.

Description: Both teaching units offer introductory sections focusing on the career implications of music and health. They suggest research activities, guest speakers, media usage, simulation activities, field trips, and class discussions as a means of involving students.

Comments: These guides are general in approach. They lack reference to individual needs assessment, goal-setting procedures, specific objectives, and evaluation methods. They suggest many activities which relate directly to the larger community and would appear to be more relevant for urban schools.

Example: One of the suggestions offered in the Music Curriculum Guide is as follows:

II. MUSIC COMPOSITION

A. The teacher could introduce a unit on music composition by arranging for a classroom visit by a local composer to discuss music composition with the students. Hopefully, the resource person could talk about the demands, difficulties and satisfactions that he has experienced as a composer.

B. If (as could well prove the case) it proves impossible to find a local composer, the instructor could use a movie to introduce this unit to the class. Some possible selections might be: "To Be A Composer" (1970, U. of Illinois, $10.40); "Torment of Beethoven" (1955, U. of Illinois, $7.60); "Peter Tchaikovsky Story" (1959, U. of Illinois, $11.65); etc.

C. While the teacher introduces the class to the basics of music composition, each student could do biographical research on a composer of his choice. Upon completion of his study the student should present a report to the class with at least one recorded example of the composer's work. The students should have an extremely wide range of composers from whom they could choose. For example, Mozart, Strauss, Wagner, Sousa, Foster, Leadbelly, W.C. Handy, Woodie Guthrie, Richard Rogers, Bob Bylan, Paul Simon, Carole King, etc.

D. If possible, the instructor might also have a arranger speaker with the class about the nature of his work--the significance of an arranger, his education and training, the satisfactions and frustrations of his work, etc.

E. As the unit continues, some students (working either individually or with a friend) might attempt to compose a song. The completed compositions could be recorded on tape and saved to play for future classes.

F. Finally, the teacher or a resource person could give a demonstration of the work performed by and the tools used by a coypist. If possible, student volunteers might try to transform the student compositions into copy form.

Title: Career Education Programs; developed and published by Sand Springs Public Schools; Herman Grizzle, Director (Sand Springs, Oklahoma)

Audience: Teachers for 7th through 9th grade students

Goals: To supplement various established texts within the existing general education curricula. The materials seek to: (1) implement the textbook coverage; (2) describe supplementary material available; (3) suggest a few careers related to the concepts presented; and, (4) make suggestions for activities.

Description: There are 13 guides which cover the following general subject areas: Geography, Oklahoma History, Science, English, Business and General Math, Civics, and American History. Each guide includes the general categories Chapter/Unit; Areas of Emphasis; Career or

Comments: The guides rely primarily on textbooks and reference materials which are used in Oklahoma. There is no mention in the materials of Native Americans other than one brief reference to "Indian Removal" in the guide for "American History." Time frames for use of the guides are not identified so they do not give much specific information.

Title: "Communication Technology - Units I & II," published in Career Education Responsive to Every Student; published by Ceres Unified School District (Ceres, California) in 1973

Audience: Teachers/intermediate grade students/administrators/developers

Goals: To assist the learner in understanding the communications media and how to use it; to introduce information about the career opportunities available in this major field of work.

Description: Each unit includes a rationale, student objectives, student entry level assessment tests, instructional strategy, media and materials, resource people and evaluation procedures. Both units, designed for 7th and 8th graders, have an estimated time length of nine weeks and are to correlate with science curriculum.

Learner activities include constructing a simple camera, developing and processing film, writing, producing and participating in radio and television programs, identification of communications related jobs, developing surveys, field trips, guest speakers, and producing film loops for school library use.

Comments: These units require many resources which might present budget problems in some schools. They provide actual experiences in understanding the technological aspects of communication media and the opportunity for students to produce usable things for the school.

Example: The unit objectives stated for Unit I give an idea of the manner of presentation. They are as follows:

The student will:

A. Identify at least seven means of modern communication.

B. Explore the world of work in relation to communications field.

C. Learn and identify the parts of a camera and demonstrate how to use it.

D. Develop and process film.

E. Write, produce and participate in a radio program.

F. Write, produce and participate in a T.V. program.

G. Submit photos and write-ups for local newspaper.

H. Participate in the production and filming of 8mm film loops showing classes, demonstrations, science experiments, and counseling procedures for use in the media center.

Title: Comprehensive Career Education Model (CCEM); developed and published by the Center for Vocational Education at Ohio State University and American Institutes for Research (Palo Alto)

Audience: Educators

Goals: The CCEM units, written as teacher guides, were designed to illustrate how career education might be infused into existing subject areas.

Description: These units are distributed across grades K-12. Each unit is comprised of a series of suggested lessons with an accompanying resource kit. The units vary in length and cover a wide range of topics and experiences. Many deal with specific careers; some with career clusters; others focus on the exploration of personal values and the development of decision-making and planning skills.

Comments: One of the units reviewed, "Trade and Finance," is designed to be infused into a mathematics curriculum with an estimated time span of 14 hours for seventh grade students. This unit is divided

into ten lessons which are divided into the following categories: goal, performance objective, teacher preparation tasks, teacher/student tasks, time, grouping, resources and evaluation procedures.

Instructional methods include small and large group work, simulation, student notebook keeping, and independent research.

These are complete teacher guides which use simulation and evaluation procedures in a readily understandable manner.

Example: The statement of concept and purpose for this unit gives an appropriate sample of its execution. It is as follows:

> This unit is designed to serve as an introduction to the trade and finance cluster. The students will become involved in a simulation which will allow them to perform some of the functions of occupations within this cluster.
>
> Some of the business institutions within the trade and finance cluster are banking and financial institutions, the hotel and restaurant industry, law, personnel and public relations, real estate, retail and wholesale trade, and advertising. The students will understand that there is an interdependency between them. This interdependency will become more apparent as the simulation progresses.
>
> During the simulation, the class will be divided into groups. Each group will be a separate business corporation, and the students in each group will be responsible for making business decisions for their corporation. The students will learn some business principles and will then apply them as they go through the process of forming a business. By performing these activities, the students should develop good business sense, as well as formulate an idea of how different businesses operate.

Title: "Developing Your Potential"; an instructional unit developed by Richard A. Neidrick; published by the Arizona Department of Education (June, 1973)

Audience: Fifth grade students/teachers/administrators

Goals: To afford the instructor maximum flexibility while meeting specified performance objectives and to assist learners in understanding how present experiences relate to past and future ones.

Description: All of the lessons in this unit deal with the affective domain and are not related particularly to any area of the curriculum. The lessons within the unit have been written to provide a total of eight hours instructional time. There is an overview of the unit which states overall purpose, concepts, performance, objectives, lessons, resources required and assessment procedures. Lessons include: "Recalling Happy Times"; "Short-Range Goal Settings"; "Goal Analysis and Follow-up"; "Achievement Success Recall"; "Own-Strength Identification"; "Other Strength Identification"; "Personal Value Clarification"; and "Long-Range Goal Setting." There is also a bibliography.

Comments: The power and effectiveness of this unit hinges simply on two major ideas as stated in the unit:

1. RECOGNITION OF THE POSITIVE: An individual can increase his capability in identifying the positive aspects (potentialities) in himself and in others. By "positive aspects" we mean: (a) one's talents, strengths or capabilities; (b) his capacity for joyful or satisfying experiences, and (c) one's motivators, desires, and values.

2. ACTION: After identifying those things which are positive in one's life, an individual can learn goal setting techniques to actualize them. That is, one can build upon his talents, and put his sincere desires, dreams and personal values into action so that his day to day activities reflect those things which are most important in his life.

The first of these two ideas has to do with the fact that a person can't function at his optimum abilities if he doesn't think much of himself; or if he feels that others do not think much of him; or if he does not feel he is capable of enjoying life or having fun; or if he has never systematically explored what his potentialities are; or if he has never been given practice in identifying strengths in others; or in gracefully acknowledging the strengths others can see in him.

Example: The Values Clarification Worksheet provides a representative sample of these materials. It is as follows:

The following questions are meant to help you decide what some of your personal values are:

1. What three things would you like your friends to say about you?
2. If you had only three wishes, what would you wish?
3. Tell five things that would describe a perfect place in which to live.
4. What are any five things you would like to own?
5. What makes you happiest?
6. What makes you saddest?
7. How would you spend $100 in the next two months?
8. Which of the answers to items 1-7 is the most important thing that you want to have, to do, or to be. This is your number one value.
9. Which of the answers you have listed in questions 1 through 7 is the second most important thing that you want to have, to do, or to be. This is your number two value.
10. Now repeat as many more values as you can. List your number three value, number four value, etc.

Title: Economics in the Family - Contributor, Spender & Consumer; developed by George Crispin; published by the Orange County Consortium (Orange Unified School District, Santa Ana Unified School District,

and Rancho Santiago Community College District)

Audience: Teachers/9th grade students/administrators/curriculum developers

Goals: "Through 'infusion' units of this nature, it is hoped that the traditional curriculum in our schools can be revitalized to reflect educational experiences necessary to help students make wise career choices."

Description: This unit specifically seeks to help a student appraise and identify his or her participation in the roles of contributor, spender, and consumer, and to give the students a clearer understanding of the type of lifestyle he or she may realistically achieve through career selection.

The principal subject areas in which the unit can be incorporated are social science and economics. The unit is to be taught in ten 50 minute periods.

The unit outline includes: Student Performance Objectives; Content; Instructional Strategies/Learning Activities; Resources/ Materials and Evaluation. Instructional strategies and learning objectives include: writing, small group and large group discussion; art experiences; map work; interviewing; values clarification; guest speakers; use of "Career Games" kit and role playing.

Comments: This unit can be taught either as a separate entity or in connection with other units, such as, comparing cultures around

the world, family life around the world, sociology or history. The unit's flexibility seems to give it added value.

Example: Student performance objectives are clearly stated in this unit:

During or at the end of this unit the student will be able to:

1. List and describe three examples of how he acted as a contributor, spender and consumer in his family.
2. List and describe three factors that influence or determine a family's lifestyle.
3. Explain orally through discussion five typical characteristics of his selected lifestyle.
4. Select two careers (at least one in the Fine Arts and Humanities Cluster) that will help him acquire his desired lifestyle and be able to describe in written form the training and expenses necessary to embark upon those careers.

Title: Following and Giving Instructions; developed by Nancy Davis; published by the Arizona State Department of Education (June, 1973)

Audience: 5th grade students/teachers/administrators

Goals: To afford the instructor maximum flexibility specified performance objectives and to assist learners in understanding how present experiences relate to past and future ones.

Description: The five lessons in this unit are designed to take 7 hours of instructional time and are related to the language arts and art curricula areas. The lessons lend themselves to large and small group activities and individual activities. Each lesson is divided

into the following categories: concept, performance, objective, lesson time, new vocabulary resources required, instructor preparation time, instructional procedures and assessment procedures.

Comments: The primary intent of this unit is to develop beginning competency in giving and following directions. The learners will be made aware of the fact that many activities in occupations and at school, involve giving and/or following directions. Throughout the lessons activities are outlined to give the learners practice in both giving and following directions.

This unit emphasizes that the learners need practice in both giving and following directions. The activities in the lessons will enable the learners to increase their skills in this area. Guidelines are outlined in the lessons to aid the learners both in producing and following sets of directions. Along with this, the learners will be made aware of occupational settings and school tasks which involve directions.

Example: An example of instructor's directions is as follows:

Ask the learners to think of situations in occupations, at school, or at home in which directions are given and/or followed:

Possible responses:

1. When a doctor gives a patient instructions about medication, the patient must follow the instructions to get well.
2. A cookbook gives directions for a housewife, a baker, or a cook to follow.
3. A machinist in a factory must follow directions on how to operate various machines to avoid injury to himself or damage to the machines.

4. A housewife follows directions on how to use certain products.

5. A taxicab driver follows maps as well as directions given by his customers.

6. A lifeguard gives directions on rules to be followed for water safety.

7. An orchestra leader gives directions to an orchestra about how they are to play and when to play.

8. A mother gives directions to her children about how to make a bed, wash dishes, work in the kitchen, etc.

9. A movie director gives directions for all those involved in the making of a movie (cameraman, actors, sound effects technicians, etc.) to follow.

10. A construction foreman gives instructions to construction workers about how certain jobs are to be done.

11. A teacher gives directions for her class to follow everyday.

List any suggestions on the board which could be acted out in role-playing situations. Explain to the learners that they will not have to speak in front of the class alone. Each situation to be acted out will involve at least two members of the class. The class will be divided into groups to make the presentations.

Before dividing the class into groups, explain to them just what it is they will be doing. Role playing can be described as acting out or playing the part of another person. Since the learners will be in groups, each group will select an occupational setting or a school setting to role play. Then they will develop a short skit with dialogue pertaining to giving and following directions. In some cases giving and following directions can be combined. Since props are not available, the learners will have to be imaginative in making the situations as realistic as possible.

Another possibility that could be role played is a situation in which incomplete or unclear directions are given. Then the results of the poor directions can be brought out. For example, if a service station attendant gave incorrect directions to a motorist, the motorist would not arrive at the desired destination. Allow about fifteen minutes for the groups to prepare and then begin the presentations. Remind the learners that they are to be polite and not talk while the role playing is going on, and that they may ask questions or make suggestions after each presentation.

Title: Ideas: Things to Think About; developed by Ann Deden; published by the Arizona State Department of Education (January, 1974)

Audience: 6th grade students/teachers/administrators

Goals: To afford the instructor maximum flexibility while meeting specified performance objectives and to assist learners in understanding how present experiences relate to past and future ones.

Description: Since these lessons deal with values and values clarification, they must be used in the correct classroom environment. Teachers are told: "Prepare learners for this unit by encouraging a supportive, nonjudgmental classroom atmosphere. The atmosphere in which the study of ideas as values is introduced is essential to this unit's effectiveness in helping learners uncover and assess their own basic value structures and beliefs. Feel free to express your own ideas and describe your lifestyle but avoid imposing them on the learners.

"Open-endedness is the key to unit success. Do not try to 'tie-up' each activity with 'answers' or 'solutions' to learners' value-related problems. Instead, ask nonjudgmental leading questions that will provide further food for thought. Such questions and guidelines to interaction are contained in the lessons."

Comments Each unit lists the following information for the teacher: Concept, performance objective, lesson time, resources required, instructor preparation tasks, instructional procedures, tasks, assessment procedures and key.

These lessons are designed for a sixth grade level but could be easily adapted to other grade levels.

Example: A representative sample of instructional procedures is as follows:

Introduction: Remind the learners that the previous lesson discussed five types of value indicators--five ways people give hints about their values. The ability to identify value indicators is an important step towards knowing what your values are. Knowing and acting on your values will make life less confusing and happier. You can know why you do the things you do and feel proud of them. Ask: What are some types of value indicators?

Desired responses:

1. Goals
2. Attitudes or feelings
3. Interests or problems
4. Worries or problems
5. Beliefs

List the value indicators on the chalkboard, supplying any omitted by the learners. Ask the learner to supply examples of each value indicator. List responses beside indicators on the chalkboard, adding any learners cannot think of.

Possible responses:

1. Being an astronaut (goals)
2. Being considerate (attitude or feeling)
3. Collecting records (interests or activities)
4. Need to get someone to stop bullying you (worries or problems)
5. Being kind in thought, word, and deed (beliefs or rules)

Tell the learners that today's worksheet presents a short discussion between two girls and helps the learners find the girls' value indicators. This activity should clear up any questions about value indicators and help the learners see how value indicators function in everyday life. (This is essential for recognition of their own value-indicating thoughts, feelings, and actions in the next lesson.)

Title: Student-Centered Occupation Preparation and Exploration (SCOPE); developed by Kolene M. Granger; published by the Utah State Board of Education (1050 University Club Building; 135 East South Temple; Salt Lake City, Utah 84111) in 1970

Audience: Teachers/social scientists

Goals: The student workbook provides occupational guidance for students, grades 7-9, by means of nine units focusing on self-appraisal, general educational and vocational awareness, and specific career and school planning. The curriculum guide provides counselors and teachers with lesson plans and resource materials in career education.

Description: The student workbook provides a wide variety of worksheets and includes reading materials, vocabulary lists, games, check lists and resource materials. The specifically developed materials include: Utah job guides; Vocational Information for Education and Work kit (VIEW); Widening Occupational Roles kit (WORK); Occupational Guidance Books; Desk Top Career kit; Career Information kit and Chronicle Career kit.

The curriculum guide provides the following things for each developmental unit and lesson plan: unit and lesson objectives; prerequisites; materials lists; learning activities; resource materials; guidance objectives; vocational development theories; an annotated booklist and occupational information.

Comments: These materials are designed to be used in nine week units. These materials address the specific threads of career education in a highly organized manner and suggest a useful and multi-faceted approach to the content.

Example: A representative sample of the materials' design is as follows:

Lesson Objective

Students will analyze his and others' hobbies and relate hobby interests and aptitudes to job interests and use of leisure time.

Prerequisite Lessons

None

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Questions on Hobbies. Page 351

Teacher Supplement

No materials

Recommended Materials (Order, prepare, or examine in advance)

1. List of community people, faculty, staff, etc., who are willing to talk about, and demonstrate their hobbies.
2. Copies of various hobby publications, such as Hobbies: The Magazine for Collectors. (1006 Michigan Ave., Chicago, Illinois 60605)
3. SRA Student Record Book for Widening Occupational Roles Kit, Record Sheets 2, 3, and 4.
4. Articles concerned with the increasing amount of leisure time are plentiful. Background to tie leisure and jobs may be obtained from such articles as U.S. News and World Report, March 8, 1971, pages 41-43, "How the Four-Day Workweek is Catching On."

Titles: "Landscaping"; published in Career Education Responsive to Every Student; published by the Ceres Unified School District (Ceres, CA) in 1973

Audience: Teachers/intermediate grade students/administrators/developers

Goals: To introduce students through actual work experience to the occupations of landscape planner, designer, cement worker and nurseryman.

Description: The unit includes: A rationale for unit objectives in terms of student performance outcomes, statements on instructional strategies, materials and evaluation. The estimated time length for this unit is 45 hours and is intended to correlate with social studies curriculum. Suggested learning activities include field trips, guest speakers, small group work, and use of tools.

Comments: The instructional unit combines information gathering from the community with on-site work in design and building landscaping.

Example: The unit's section on evaluation gives a sample of the way in which this unit is presented.

EVALUATION

1. Completion of all activities.
2. Measure within ½ inch, with the 120 foot tape, a section of lawn. Mark it off using two stakes, so that the 120 feet are measured between the stakes.

3. Identify at least 3 shade trees by name.

4. Identify at least 5 flowers.

5. Identify one good soil preparation out of three given. The three given as choices will be clay, sand and compost.

6. Each student will use a trowl, level, hammer, cement mixer, and tape in the process of the work. Teacher observation.

7. Each student will list at least 5 jobs found in the landscaping business.

Title: Project R-3; developed and published by the San Jose Unified School District (San Jose, CA 95126)

Audience: Administrators/teachers

Goals: To improve student reading and mathematics skills; to change the self-image of students from one of failure to one of success; and, to change student behavior patterns by providing them with immediate success experiences.

Description: This is a program described as, "A motivational program emphasizing student readiness, subject relevance, and learning reinforcement through individualized instruction, intensive involvement and gaming/simulation." It is based on the philosophy that if a student has the mathematics and reading skills necessary to function at grade level, then not only can he succeed in other areas of endeavor but also he can succeed in the world of work.

This project (for 8th & 9th grade students), includes a curriculum that interrelates reading and mathematics with reinforcement through gaming/simulation, intensive involvements (a series of extended field trips), parental involvement and an inservice training program for staff development. Advanced simulation is intended for the pivotal role in the design and operation of this project. The project states specific actions for this model program implementation including: action items for personnel (staffing), budget and finance, communication, and evaluation. There is a program description, the theory of gaming/simulation and an instruction management package.

Comments: The main objectives of this project is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences.

Example: An example of this project's approach to instruction is as follows:

TEACHER INPUT LEVELS

The Gaming/Simulation material may be presented at three levels of complexity by the teacher. These three levels have no relationship to the overall competence of the teacher. Each teacher will find that they will have a different level of competence for each unit based on personal background, experiences and education. These levels of performance are:

Level One: Presents simulation and supports its operation with simple language and computational teaching skills.

Level Two: Presents simulation and supports its operation with teaching skills puls depth of understanding of the career content through personal experience or outside research.

Level Three: Presents simulation and supports its operation with subject matter expertise in content areas.

For example if a unit is about vehicles and related information, a teacher with more than the average knowledge in this area would be able to present the unit at Level Two, because he would be able to support the information provided in the unit with enrichment based on his personal experience. A mathematics teacher could provide instruction at Level Three for those activities requiring a lot of mathematical operations, and a reading teacher could provide Level Three presentation for activities requiring a great deal of reading. The Project Leader and teachers should work together to determine the teaching levels as part of the preview of all materials contained in each unit.

Title: Skill Schemes; developed by Jerry Kemph; published by the Arizona State Department of Education (May, 1973)

Audience: 6th grade students/teachers/administrators

Goals: To afford the instructor maximum flexibility while meeting specified performance objectives and to assist learners in understanding how present experiences relate to past and future ones.

Description: Each unit lists the following information for the teacher: Concept, performance objective, lesson time, resources required, instructor preparation tasks, instructional procedures, tasks, assessment procedures and key.

This instructional unit is intended to develop learner skills in the areas of buying products and home improvement and maintenance. It is designed to take 10 hours of teaching time in large and small groups and to be infused into math, art, and language arts areas. The lessons are designed to be added to ongoing curricular efforts;

i.e., one lesson is suggested for use before the Christmas vacation when many learners are thinking about buying gifts, another for use after learners are introduced to the concepts of square foot and square yards.

Comments: The first part of the unit provides experience for the learners to identify aspects to consider when buying products. Another section of the unit provides experiences for the learners to identify aspects to consider whey buying products. Another section of the unit provides experiences in identifying misleading advertisements and mail order catalog buying. Finally lessons are presented related to home improvement and maintenance. Hopefully the unit will provide experiences which may be useful for learners in their everyday lives.

Example: A unit example is as follows:

Concept: Completing a mail order catalog form.
Performance Objective: Given a mail order catalog, the learner will complete a mail order form and complete a mail order form and compute the total price of an order.

Introduction

In the previous lesson the learners compared two products of the same type on the basis of price and quality. The purpose of this lesson is for the learners to complete a mail order form after selecting products they would like to buy from a mail order catalog. Advantages and disadvantages of mail order catalog buying will also be brought out in the lesson.

Ask the learners if anyone has ordered items or products through the mail.

Desired response: Yes

Ask the learners to des-ribe the product that they ordered through the mail. (Answers will vary.) Tell the learners that buying products through the mail is a form of mail order buying.

Title: Then and Now - A Career Education Instructional Unit - Developmental Draft; developed and published by the Arizona Department of Education; (June, 1973 - Pilot Test)

Audience: Sixth grade social studies teachers

Goals: To incorporate career education in a standard social studies format.

Description: This 6th grade unit seeks to describe and compare the lifestyles of New England colonists, Spanish soldiers, and five Indian tribes (Apache, Hopi, Navajo, Papago, and Yuma) in the 1670's and the lifestyles of those groups today. The four basic areas of comparison are: Health, recreation, manufacturing and farming. The teaching unit is divided into sections--usually of 150 minutes in length. Activities inlcude simulation, class discussion, committee work, lecture and reading.

Comments: There is specific attention given in this material to "attitudinal response", but little guidance in values clarification. There may be cultural bias against Indian values in the context, i.e., under the heading for "health"--Indians are said to "Rely on medicine men" (witchcraft); under "Manufacturing"--Indians are said to have used "crude tools."

Title: Time Out!; developed by the Satellite Technology Demonstration (Suite 300 B; 2480 West 26 Avenue; Denver, Colorado 80211)

Audience: Seventh through ninth grade students

Goals: The goal of this series of television programs is to provide career education information to intermediate age students who are in school in rural and remote areas of the Rocky Mountain states. The teacher's guide contains a Directory of Occupational Titles in which terms are presented and explained. The guide also contains source information on post-secondary career options, a bibliography on career educational concepts and activities and selected career educational activity kits.

The television programs themselves are beamed via satellite on a semester-by-semester basis. The teachers involved in the project receive a teacher's guide to the programs which explains the program format and describes the television characters. It lists career education resources and includes references appendices. Sample forms for resumes, job application, apprenticeship application are also included.

Program information in each teacher's guide is divided into the following categories: purpose; segment description; key words; things to talk about, and things to do.

Each student receives "Time Out! magazine on a monthly basis. Its purpose is to keep the student interest in the television programs.

Comments: The entire series could be effectively used with any career education program.

Title: What Do I Like - What Can I Do?; developed and published by the Mesa Public Schools (Mesa, Arizona) in cooperation with the Youth Development Research Program of the American Institutes for Research, (Palo Alto)

Audience: Ninth grade students/teachers/administrators

Goals: To develop student understanding of the Ohio Vocational Interest Survey given by the Mesa Public School to all 9th grade students.

Description: The unit relates the results of the test to the student's educational and vocational planning, specifically the student's secondary program as related to his or her educational and vocational goals.

It is a two part unit. Part 1 leads up to and includes the administration of the Ohio Vocational Interest Survey. Part II is structured to be given at the teacher's convenience, possibly as a pre-registration activity. It is designed for a two to five week duration using large group or independent student activities.

Instructional sequences include: goal statement, performance objective, instructor information (including lesson time, suggested grouping, content outline, vocabulary, learner prerequisites, instructor preparation task, resources), developing the lesson, test procedures and evaluation. Other intermediate age units included in this Career Guidance series are titled: "All About You," "Someone to Talk To," "Emotions," "Love," "Decisions," "Friends," "Information Explosion," "Trends," "Orientation."

Comments: This is a step-by-step approach to self awareness developed to meet the specific needs of the OVIS.

Example: The following is a representative sample of materials:

Developing the Lesson:

a. Introduction:

This interview activity will give the students an opportunity to explore the interests of friends and/or family. It may be used as an individual assignment or group activity.

The student will interview someone he knows and complete the questionnaire according to your directions. You will need to explain the questionnaire to the student(s). If this is used as an introductory activity, you will need to elaborate upon the idea of interests (sports, hobby, etc.). A suitable class activity might be role playing with one student interviewing another before the class. Conceivably, interview problems might surface for teacher-student clarification. If you intend to use the questionnaire for evaluation, you will need to develop and explain your criteria for neatness, use of pen or pencil, etc.

b. Student Tasks:

(1) Interview at least one relative or friend.

(2) Complete the interview questionnaire.

c. Summary:

This activity can be used as a fill-in activity for all or some of the students or can be expanded (see enrichment). In either case, it will be wise to allow several days between making the assignment and expecting completion.

d. Other Options: None

e. Enrichment:

(1) Write a report in paragraph form utilizing the information in the questionnaire.

(2) Prepare a bulletin board montage using newspaper/ magazine pictures representing interests reported on the questionnaire.

SUMMARY

The instructional materials and units reviewed here give an indication of the various approaches which have been developed in career education programs for students in grades 7 through 9. In general, these various approaches have at least three elements in common: (1) they are designed to be infused into existing curriculum; (2) they use simulation when needed; and, (3) they suggest active recruitment by the instructor of people within the adjacent community as resource people for the curriculum.

PART TWO:

INTRODUCTION

In the conduct of this study, a variety of materials have been reviewed, including books, journal articles, curriculum materials, films, curriculum guides, program descriptions, conference reports, position papers, and final reports of national studies. In this report, however, we have attempted to provide an overview of the most significant concerns and issues in Native American education by reporting on those documents dealing with such concerns from a Native American perspective. We have reported also on curriculum programs and materials being developed by Native Americans, both in career education and in other subject areas. We have also sought to include materials for teachers of Native American students.

I. NATIONAL REPORTS AND NATIVE AMERICAN CONFERENCES ON EDUCATION

The reports that follow were selected for the extent of Native American involvement in their composition. All of the conferences were attended principally by Native Americans; the national study consulted with Native Americans extensively. The documents emerging from these conferences and the study reflect actual Native American concerns.

Title: First Annual Report to the Congress of the United States from the National Advisory Council on Indian Education; developed by the National Advisory Council on Indian Education (Washington, DC)

Audience: While the report is addressed to the Congress, it is intended for every person concerned with "any and all matters pertaining to the education of Indian children."

Goals: The Council has made recommendations for action: "The time for deeds and not words is clearly overdue. Approval of the Council's recommendations will do much to bring about mutual trust. The Congress is being asked to take actions that will better help to implement the many dormant recommendations already approved in the Congress' abundant reports, legislation, and policy statements."

Description: In its report to Congress, the National Advisory Council on Indian Education calls self-determination the "ultimate goal" for Native Americans and sets forth a plan for achieving this end. Measures in this plan include: management training for Native Americans; language development for young children; teacher training and transition from non-Native American to Native American teachers in Native American communities; restructuring of all agencies dealing with Native American affairs; and support for the Indian Education Act--Title IV, which gives Native Americans greater voice in the education of their children.

In addition to making its recommendations, the Council has reviewed and commented on a number of other documents, including the report of the Special Sub-committee on Indian Education.

The Sub-committee conducted a massive National study on Native American education. Members reacted to their findings by making 60 specific recommendations for legislative changes, administrative changes, policy changes, and structural changes. They note that "one theme running through all our recommendations is increased Indian participation and control of their own education programs."

The Special Sub-committee recommends as a primary national goal, "maximum Indian participation in the development of exemplary education programs." Among specific recommendations are the following: recommendation 18, "that Indian parental and community involvement be increased;" and recommendation 58, "that State and local communities should facilitate and encourage Indian community and parental involvement in the development and operation of public education programs for Indian children." Other recommendations deal with the inclusion of Native Americans on school boards, federal advisory panels, Johnson-O'Malley programs, the establishment of a National Indian Board of Indian Education, development of culturally sensitive curriculum materials, and bilingual education.

The Sub-committee found, however, that education is but one aspect of an immensely complicated program. "The scope of this sub-committee's work was limited by its authorizing resolution to education. But as we traveled, and listened, and saw, we learned that education cannot be isolated from the other aspects of Indian Life. These aspects, too, have much room for improvement... Economic development, job training, legal representation in water rights and oil lease matters--these are only a few of the correlative problems sorely in need of attention."

In addition to the text of the Special Sub-committee report, the Council's two volume document also included: Between Two Milestones; A Statistical Profile of the Indian: The Lack of Numbers; Title IV—The Indian Education Act of 1972; A New Era for the American Indians; Tribal Unity for Self-Determination; and Title IV Programs: Case Histories and Reports.

Comments: Both the report of the National Advisory Council and the report of the Special Sub-committee are documents of major importance. Clearly, the statement of the Sub-committee on the inseparability of education from economic development and other social concerns should tell the NACE project that education must address the real needs of people. The Advisory Council has spoken on the need for management training for Native Americans. This then is a career area deserving consideration.

Title: Summary Report of the Indian Needs Assessment Conference (Phoenix, March 19, 1970); developed by Edward A. Parmee and eight discussion group leaders: Sam Billison, Peggy Hostler, Francis McKinley, Vincent E. Randall, Eugene Sekaquapetewa, Claire Seota, Merrils R. Smith, and Roger Wilson; published by the Arizona State Department of Education (Phoenix, Arizona)

Audience: educators

Goals: Goals of the conference were, first, to evaluate an interim study concerning the educational needs of Arizona's students and, second, "to arrive at some positive recommendations for the improvement of Indian Education in Arizona, and some realistic proposals for implementing these recommendations."

Description: The Arizona State Department of Education and the Office of Education (ESEA Title III) sponsored a conference attended by more than 60 Arizona educators at elementary and secondary schools with Indian students enrolled. The Summary Report is a compilation of reports by eight discussion group leaders. Group members gave their opinions of the design and findings of the interim study, "Assessment of the Educational Needs of Indian students in the State of Arizona," conducted by Consulting Services Corporation. In addition, they described their own educational programs and discussed Indian educational programs and discussed Indian educational needs in Arizona. The major portion of the report is given over to their recommendations.

In their evaluation of the Interim Study, some of the conference participants saw it as old information, providing impetus for further study; others saw it as old information, providing nothing new. There was some feeling (5 out of 8 groups) that the sampling techniques were inadequate because they were too limited and were not representative of all Arizona Indian groups. Other criticisms were that the study was too general, lacked depth, and that the conclusions were not applicable for diverse groups. In defense of the study, Mr. Parmee explained that it was not intended as an

in-depth report but, rather, as a source of information for the ESEA Title III Advisory Council screening grant applications. In their own needs assessment, the conference participants made numerous recommendations concerning educator effectiveness, Indian student involvement, educational administration, curriculum content, family and community involvement, the state's role in education, responsibilities of colleges and universities, and the improvement of local schools.

Comments: The participants at the conference considered education not an isolated phenomenon but one of many forces acting on the student. "There is no question that an understanding of traditional Indian culture is necessary for proper insight into Indian student behavior. This is true for good educator-learner rapport in any situation. One should add to that, however, an understanding of the whole cultural environment, both historical and contemporary. That includes in this case the impact upon the Indian student of such focuses as rapid culture change, poverty, paternalism, discrimination, and many more. The important and complex factors are still being studied and require sensitive instruction in the college training programs for teachers and school administrators." Of the various statements and recommendations, those made about curriculum content, Indian student involvement, and educator effectiveness are the most immediately helpful to this project. While Native American preceptions on all aspects of education are of interest and importance to us, statements in these three areas can provide guidance in curriculum development.

Examples: Participants stated that:

1. curriculum content is very often irrelevant;
2. discriminatory texts and courses are detrimental to self-image;
3. being discouraged from learning or speaking one's native language has great psychological impact;
4. it is very important to clarify goals and to determine
   a. what Indians wish to prepare students for
   b. what the implications of goals are;
5. students, with the aid of their families and counselors, should determine their own goals.

Concerning Indian student involvement, they stated that:

1. students are on the periphery of school activities;
2. discriminatory curriculum and attempts to do away with native language have caused poor self-image and withdrawl.

To improve educator effeciveness, they stated that:

1. teachers and administrators should develop better understanding of Indian student behavior and motivation through knowledge of and empathy for diverse Indian cultures, abilities, and needs;
2. teachers and administrators should learn to use different techniques for dealing with unique situations;
3. teachers and administrators must understand the total cultural environment, both historical and contemporary;
4. college training programs for teachers and administrators should be instituted;
5. motivation, determination, and resourcefulness are needed on the part of teachers and administrators.

Title: Symposium on Indian Education--Summer 1964; developed by the South Dakota Committee on Humanities; published by the Institute of Studies at the University of South Dakota (Vermillion, South Dakota)

Participants: Invited participants at the conferences were chosen by tribal leaders and representatives of state and federal agencies involved in Indian education. Participants and humanists were Indian and non-Indian, reservation and non-reservation dwellers.

Goals: The conferences were intended as "a dialogue between academic humanists and adult citizens on the public issue of education of American Indians in South Dakota.

Description: The paper describes two conferences held in South Dakota, the first on June 12-14, in Pierre, the second in Mitchell on July 10-11, 1974. Both were sponsored by the South Dakota Committee on the Humanities and the Institute of Indian Studies, University of South Dakota, Vermillion. The conferences consisted of presentations and discussions on: the history of Indian education; the BIA, the importance of a humanist; education for everyone; social and economic factors that influence the type of education each individual receives; speech and language difficulties; dropouts and retrainability; Indians in urban school systems; responsibility of teachers, administrators, and directors to Indian students; alcohol and drug abuse; activities of the National Advisory Council for Indian Education; role of religious and civic organizations working with Indians; tribal education programs; Department of Instruction's plans for Indian education; health services as they relate to Indian education; goals for secondary education; higher education; and a description of a program at Pine Ridge.

Comments: There was at both conferences considerable support for "the person of two cultures" concept, for self-determination and for the teaching of Native American history and culture. In addition, participants stressed the importance of offering students options in careers, rather than steering them toward technical-vocational fields as has too often happened in the past. Further, education is felt to be one of various concerns. All of this has implications for the design of curricula for Native Americans. "We can't separate education from all the facets of Indian life. There is poor housing, poor health care or none..."

Title: Indian Education Workshop; developed and published by the Hehaka Sapa College at D-Q University (P.O. Box 409; Davis, California)

Participants: Administrators/teachers/teacher-aides of Native American students in California

Goals: The intent of the workshop was to "bridge the gap between theory and application"; to identify some of the problem areas and make suggestions; and to consider the "issues that affect the education of our Indian children."

Description: The report describes the proceedings of two workshops held in Davis and Redding CA, August 6-11 and September 22-24, 1972. The workshops, sponsored by Hehaka Sapa College of D-Q University, were attended by administrators, teachers, and teacher-aides from a number of California school districts with large Native American

student populations. Fifty-eight persons attended the August workshop at D-Q University. Thirty-one persons (28 of whom had attended the previous workshop) participated in the follow-up workshop in Redding. Transcripts of the presentations and discussions comprise the major portion of the report. A resource guide is included.

Comments: This report contains a good deal of extremely useful information on the shortcomings of education presently being provided California's Native American students and offers considerable insight into the hopes, aspirations, and resolution of Native American educators.

"Contemporary Education of American Indian Children in California" by Dr. Otis is a succinct summary of the major issues in Native American education. The "Attitude Change Survey", also, is valuable in that it reflects educational values.

Title: California Indian Education-Report on the First All-Indian Statewide Conference on California Indian Education; developed and published by the Ad Hoc Committee on California Indian Education (Modesto, California)

Participants: The report states that: "Conference participants included administrators and teachers from representative schools in California with a high proportion of Indian students, anthropologists and social scientists from various colleges, and Indians from representative areas throughout California.

Goals: The intent of the conference was:

to involve a total representative cross-section of the California Indian adult population in the education of our children; to involve our poeple in planning the improvement of the education of their children; to unify our people and use our collective strength toward a common goal; improved education for our children; to identify clearly the problems which prevent the majority of Indian children from achieving the same level of education as the white children; to investigate ways and means of solving these problems; to decide on the next course of action; to record the conference findings in a professionally prepared report which will truly reflect the all-Indian approach to these problems.

Description: The All-Indian Conference on Indian Education, held in North Fork, California in October 1967, was attended by 180 persons. Of these, approximately 150 persons participated in the eight study groups. General feeling at the conference was that the academic performance of Native American children is often impaired by a poor self-image, a self-image fostered by classmates and teachers who do not understand or accept Indian cultural values and contributions. To counteract contributing factors, participants made recommendations in a number of areas: to the parents of Native American children, to the Native American community, to school administrators and board members, to colleges and universities, to teachers and prospective teachers, to counselors and administrators, on Native American heritage, on textbooks and mass media, to the State of California, and to the federal government.

Comments: For our purposes, the recommendations of greatest immediacy are those concerning Indian heritage and curricula, those directed toward teachers (suggesting how they might best work with Indian children), and those considering vocational futures.

On curriculum Development--

The school should serve all people in the total community. Indian parents and organizations must be involved in the life of the school and in making decisions about the school's program. Communication between the school and Indian parents must be improved. The local Indian heritage must be recognized as a key part of the school's curriculum, reflecting as it does the heritage of the local region for all pupils.

The school must show respect for the Indian language and heritage but at the same time must allow the Indian people to determine for themselves what "indian-ness" means today. That is, the school must rely heavily upon Indian resource people in the development of curriculum dealing with the Indian heritage, especially as it reflects to the present day.

Indian people should be brought into the school to help professional staff develop materials for the curriculum and to teach arts and crafts, dancing, singing, etc.

Non-Indians must recognize that the Indian heritage is a living, evolving legacy which has not been static in the past and is not static today and that the "core" of being Indian is being a member of an Indian community and not a particular style of dress or ornamentation. Teachers must avoid the idea that a "real" Indian needs to dress and act as Indian people did a century ago.

This would suggest that if, aside from curriculum materials dealing specifically and solely with Indian history and culture, one develops regular subject area materials incorporating Indian heritage, then these materials should have a local focus. Also, any materials dealing with Indians should be contemporary and should be based on Indian perceptions.

The recommendations to teach probably should be included or somehow reflected in our teachers' guides.

Teachers should respect the heritage and values of the local Indian community because such respect is closely related to the development of a positive self-image on the part of Indians;

Teachers should become familiar with at least commonly used words and phrases from the local Indian language as one means for showing respect for the native culture and also in order to share the linguistic heritage of the region with all pupils;

Teachers need to be aware of their own middle-class assumptions and prejudices, and of their own personality traits and manners, so as to be able to modify those aspects of their behavior which inhibit easy interaction with Indian pupils and parents;

Teachers should be trained to utilize Indian adies and resource people in the classroom and should be helped to overcome any fear of having non-teacher adults in the classroom.

Vocations/Careers:

Counselors must not channel an Indian child into a largely athletic or non-college program until the child has clearly demonstrated that he wishes to be a "vocational" major. Even then, the vocational programs available at junior colleges should be kept open as options for future education.

Title: Report on the Fifth Annual State Conference and Workshops; Edited by Gwen Cooper, Ken Martin and Roy Cook; published by the California Indian Education Association (Modesto, California)

Participants: California educators, Native American and non-Native American

Goals: More than being a report on the conference and workshops, this is intended as a resource guide. The editors feel that, "it will help the non-Indian community to develop programmatic approaches to the complex issues involving Indian participation in solutions to the dilemma faced by Indian children in the classroom. Secondly, it can serve as an example to the Indian community of different approaches that can be used in helping ease the frustration inherent with the non-Indian educational system."

Description: The Fifth Annual Conference and the first of two workshops took place in October 1971, in San Diego, California. Primary emphasis at this meeting was on examining Native American education from a historical and cultural perspective. The follow-up workshop in February 1972, provided on-site contact and experience through visits to four North Country reservations.

Comments: The recommendations that emerged from the conference and workshops stress the importance of Native American history and culture in the education of Native American students. The transcripts of the proceedings also offer much insight into Native American experience.

II. CURRICULUM PROGRAMS/MATERIALS FOR NATIVE AMERICAN STUDENTS

The majority of curriculum development efforts for Native Americans focus on bilingual education, cultural awareness (i.e., history and culture), or a combination of these two elements. Programs that do not strictly fall into these categories still have in common with them an interest in matters specifically Native American. Curriculum development by Native Americans is an essential element in the development of more suitable educational programs, programs that truly belong to and serve Native Americans.

An underlying assumption of bilingual education is that initial learning experiences should be in the child's home language. Some of the following materials demonstrate the use of Native American languages to teach basic cognitive skills, such as speech, reading, and spatial relationships.

Courses of study dealing with Native American history and culture indicate an interest in expressing the relationship between past events and present conditions. Current affairs receive much attention.

Title: Cherokee Bilingual Materials; developed and published by the Cherokee Bilingual Education Program (Tahlequah, Oklahoma)

Audience: Kindergarten-Adult

Goals: The purpose of most of the Cherokee bilingual materials is to teach language arts.

Description: There are primarily two types of materials available from the Program: instruction for non-Cherokee speakers in the Cherokee language and instruction for speakers of Cherokee in reading and writing.

The Cherokee Syllabary Primer Series is a collection of five primers and five workbooks designed to teach speakers of Cherokee to read materials written in the Cherokee syllabary. The Cherokee Writing Booklets, paralleling the lessons in the primer series, allow students to practice writing the characters of the syllabary. Cherokee Folktales I., II, and III are bilingual edutions of folktales collected from Cherokee communities. The conversational Cherokee cassette tapes provide dialogues, drills and grammar notes for non-speakers or people who wish to improve their Cherokee. Other available materials include: calenders, songbooks, coloring books and syllabary charts.

Comments: Since this is principally language instruction, the only material useful for the NACE poject would be the folktales.

Title: Dulce Cultural Awareness Program; sponsored by the Dulce Independent School District (Dulce, New Mexico)

Audience: Native American elementary school students

Goals: To enhance self-image through increased self and cultural awareness

Description: The program has produced both student-made and bilingual materials. The bilingual reader Nakéyah Jí Ali'mal'í (Animals on our Reservation) describes animals and their habitats of the Jicarilla Apache reservation. The Jicarilla Apache version was written by Arnold Vicenti and Wilma Phone; the English version was written by Filomena P. Pono. Illustrations were done by Eric Vigil.

Comments: The materials demonstrate two avenues to improving self-concept: that of increased self-understanding and that of acknowledgement of one's own environment. While the materials are not designed for our age group and are not immediately adaptable, they can serve as illustrations of Native American educators' interest in improving student self-concept.

Title: Title VII Bilingual Education Project-Curriculum Materials; sponsored by Sanostee Boarding School (Shiprock, New Mexico)

Audience: Navajo children in grades K-3

Description: The Sanostee Project has produced 23 Navajo Readers using for their content subjects which are real and immediate for the students. The Navajo Alpahbet illustrates each letter with a familiar object: a hogan, a bale of hay, a butte. Other booklets depict people accomplishing familiar tasks with local materials: planting and harvesting corn; building a home, a corral, a fence. Others discuss Navajo arts. Dah Iistl'o Baahne', on rug weaving, is illustrated with a number of beautiful Navajo rug designs. Several stories are familiar animal tales. One particularly attractive book is about the earth, sun, and solar system.

Comments: This is a delightful collection of Navajo reading materials which illustrates the importance of using content that has meaning for students. The Readers are, unfortunately, not in our age range.

Title: Navajo Curriculum Materials; developed and published by the Blanding Indian Education Curriculum Center (Blanding, Utah)

Audience: Kindergarten to Adult

Goals: To continue Navajo tradition and to allow children to develop academic skills through relevant content.

Description: The Blanding Curriculum Center has developed materials to teach health, math, reading, science, social studies, Navajo Culture, and general concepts such as size, direction, etc. The Center also provides materials on Navajo education, experience stories and

adaptations from other cultures. Most materials are media: filmloops and cassettes, filmstrips and cassettes, 16mm movies, slide sound shows, and book/workbook cassette combinations. The 16mm movies, a number of which depict Coyote tales, can be either purchased or rented.

Comments: Certain instructional approaches used in the material could probably be used with good results in NACE materials. "Science in Our Navajo Culture" relates scientific principles to their practical expression in daily life.

Title: Navajo Curriculum Center; sponsored by the Rough Rock Demonstration School (Rough Rock, Arizona)

Audience: Instructional materials were designed chiefly for Navajo primary school students. Other publications, (such as Navajo History: The Authentic Navajo and Indian Pre-History) are intended "to be read by people everywhere."

Goals: The developers state that: "The Navajo Curriculum Center at Rough Rock is primarily concerned with the preservation of the artistic and cultural heritage of the Navajo..."

Description: The Center fulfills its intent through the preparation of an array of materials on Navajo cutlure, art, and history, and through the design of classroom materials that allow children to learn basic skills through the familiar: the customs, lore, and artifacts of

their own cultural environment. Much of the material was prepared by interviewing medicine men and tribal elders and then translating their accounts into English. Some of the student materials, for example, Dual Language Material and Arts and Crafts, are both in Navajo and English. This is keeping with recognition of Navajo as the student's first and principal language and the practice of teaching English as a second language at Rough Rock Demonstration School. Materials for pre-primary students, such as the Navajo Alphabet Cards, are available only in Navajo.

Center publications include: Navajo History, Coyote Stories of the Navajo People, Grandfather Stories of the Navajo Denetsosie Black Mountain Boy, Lucy Learns to Weave, and Navajo Biographies, Volumes I and II. Especially noteworthy are the two publications on the program at Rough Rock, Navajo Education at Rough Rock and Oral English at Rough Rock.

Comments: The materials published by the Center will be an invaluable resource in the development/adaptation of modules for our schools in Arizona.

Title: Adult Education Program-Reading Materials; developed and published by Ya-Ka-Ama Indian Education and Development, Inc. (Santa Rosa, CA)

Audience: Varying reading levels, including junior high school level

Goals: An apparent goal is the improvement of reading ability through the use of culturally-relevant reading matter.

Description: The Adult Education Program of the Ya-Ka-Ama Indian Education and Development Project has developed a series of graded Readers based on local Pomo legends. The Slug Woman, a junior high reader written by Sidney Parrish and illustrated by Jim Blackhorse, tells the tale of a young Indian man who disobeys ancient Indian laws and suffers the consequences. Two other readers, The Owl Story (beginning I), and How Sickness Came to the People (Beginning II0, have also been published by Ya-Ka-Ama Indian Education and Development. Four other booklets await publication.

Comments: This is a good example of the use of Native American cultural material for instructional purposes.

Title: Project Understanding Course of Study -- Indian Studies; Eleventh Grade Course by Jean A. Muller; Seventh Grade Course by Patsy M. Anderson; published by the Ronan Public Schools (Ronan, Montana)

Audience: Teachers of seventh and eleventh grade courses in history, social studies, or Indian studies

Goals: The course outlines state that the purpose of the project is: "to make Indian students aware of their real background, the proud heritage they have, and to acquaint them with the circumstances that have led them to their present situation." A second purpose is "to develop an understanding by our teachers of the special problems of Indian students...We believe that good historical units

in local Indian history will help the Indian student to better understand himself, which will result in greater educational achievement, and increase his feelings of self-esteem and sense of worth."

Description: Project Understanding was a three year Title III Elementary Secondary Act project in which seventh and eleventh grade courses of study in Indian history and culture were prepared and tested during the 1970-71, 1971-72 school years. Audio-visual materials were prepared to accompany the booklets. Evaluation was conducted by American Facilities, Polson, Montana.

In the seventh grade course, History of the Northwest Indians, Indian history and cultural development are studied. First lessons are about Indians in various parts of North and Central America so that students may learn the similarities and differences between groups. Later lessons concentrate on Plains and Plateau Indians. Topics include: the pre-history image, contributions, and agricultural status of the American Indian; adaptations of different culture areas; culture of the Plains and Plateau Indians; Indian history of the Northwest since Westward Expansion to the present; Indian literature; living in an Indian tribe; and a brief history of Indians of Montana. Lessons on literature discuss the close relationship between Indian myths and nature, and overlapping of legends between tribes, and the supernatural elements in Indian myths. Living in an Indian tribe considers child rearing practices, puberty, young adulthood, societies, cults with religious or political implications, the young woman, wifehood, the Indian and the universe. Learning experiences include lectures, group discussions, resource

personnel, role-playing, research reports, field trips, panel discussions, model making, and manipulation of models. Topics of the eleventh grade course, History of the Flathead, Salish, and Kootenai tribes, include: audio-visual and communication techniques, basic differences between Indian and white culture; coming of the whites; Indian displacement; material culture; structure of Indian society; Indian wars; religion; ceremonials; acts, treaties, and legal maneuvers; history of the Pend D'Oreille, Salish, and Kootenai; termination of federal supervision, alcohol and drug use; housing and neighborhood renewal; education; recreation; war on poverty-economic opportunity; and the Indian Civil Rights movement. Learning experiences include lectures, group discussions, seminars, role-playing, research reports, and panel discussions. Resource personnel are used for demonstrations of Indian dances and lectures on Flathead language, customs, practices, arts and crafts, tribal organization and current political issues.

Title: Plains Indian Social Studies Course, Grades K-5; developed by the American Indian Curricula Development Program; published by the United Tribes of North Dakota Development Corporation (Bismark, North Dakota)

Audience: Students and teachers in grades K-5

Goals: Program objectives are: "to develop Indian curricula for social studies in all North Dakota schools, K-12. Subject areas: history, values, arts and crafts, music, recreation, games, and other areas of

the Indian experience; to assist educators to better understand the Indian in the classroom; to develop new teaching techniques to be used in the teaching of Indian students; to assist Indian parents to become more involved in the education of their children; to bridge the cultural gap of the Indian and non-Indian; to provide in-service training for teaching Indian studies and teachers of Indian students; to develop a sense of respect for other minority cultures by the non-Indian through Indian culture awareness; and to assist in improving the overall Indian education system."

Description: The Plains Indians Social Studies Course (Grades K-5) comes in a kit containing 7 booklets, 35 overhead transparency originals, a teacher's manual, and 8 sets of 8-1/2" x 11" cards depicting and discussing: the Indian family, dwellings, communities, education, foods, values, animals, and birds. The Teacher Manual provides objectives, activities, book and film resources, background material, and reservation histories.

In the preparation of the material, "Indian-staffed field offices were opened on each of the five North Dakota reservations. Their purpose was the collection of authenticated data dealing with the Plains Indian tribes. This was done by tape-recording interviews with elderly Indian people, translating them into English, organizing the information into curricula units, with the approval of the North Dakota State Department of Public Instruction."

Comments: The Teacher Manual contains numerous suggested activities for each unit of study. Also, the Explanation of Format (pages 23-25) discusses curriculum design.

Example: It was initially determined that the traditional textbook has not proven as effective as educational vehicle as purported to have been, particularly with elementary-level students. A need was recognized to afford a design more ultimately beneficial to both student and teacher.

The culmination of lengthy discussion and debate resulted in a decision to produce the K-5 materials on 8-1/2 by 11 inch cards, rather than in textbook form. The curricula was divided into units, each containing student reading material, teacher guides, overhead transparencies, slide-type presentations, supplemental booklets, and additional audio-visual aids where applicable...This provides teachers greater flexibility to adapt appropriate curricula to the reading level of each individual student...Additional information may be developed and/or deleted without destroying the continuity of the material...The curricula is in a form appealing to elementary school children because a small amount is presented at a time, rather than an entire book...

Self-Determination as Content and Process

Self-determination in all educational, economic, and legal matters is of critical importance to Native Americans. Two of the following programs deal with the preparation of Native American young people to assume leadership roles. The third program employs curriculum development as a means to self-determination in education.

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Title: American Indian Tribal Government Studies; developed by the National Congress of American Indians, (Washington, D.C.)

Audience: Native American secondary school students

Goals: By developing an informed, concerned citizenery, this course will contribute to the strengthening of Tribal Governments both internally and in relation to Federal and State governments.

Description: The National Congress of American Indians is in the process of developing student curriculum materials in American Indian Tribal Government. The course will be in two sections. The first section will offer a survey of Tribal Government from a historical perspective. Topics will include: trust status, tribal sovereignty, powers of the tribes, treaties, a survey of traditional governments, federal and tribal relationships, and state and tribal relationships. The first section will focus on defining the role of the Tribe as a body and in relation to the individual Tribal member. The format will include graphic materials such as illustrations, charts, art, and poetry. The second section of the course will deal with the Tribal Government of the particular Reservation where the materials are used. This portion of the curriculum will probably be in the form of "information inserts." Also projected is a workshop program for training teachers to use the curriculum materials.

Comments: The plans for these materials show great potential. We might possibly adapt the material for units on careers in tribal leadership and law or recommend the course as a resource.

*

Title: American Indian Law Students Association Education Project; developed by Abby Abinanti; published by the American Indian Law Students Association (AILSA) at the University of New Mexico (Albuquerque, (New Mexico)

Audience: All constituent groups of boarding school communities

Goals: The program was designed to provide legal assistance to boarding school communities through the development of a Student Bill of Rights and through the establishment of a "permanent relationship of service by the AILSA."

Description: This report describes the initial activities in the development of a Student Bill of Rights and Responsibilities for Bureau of Indian Affairs boarding schools and makes recommendations for further work. Because of the frequency of arrest and trial of students from BIA boarding schools, AILSA members see great need for legal assistance for students and for a Student Bill of Rights. When the report was written, there was one phase in operation and two projected.

Work in Phase I involved extensive interviewing in 17 BIA boarding schools to determine conditions and needs. Those interviewed included students, faculty members, administrators, dormitory staff, counseling staff, security officers, Indian school board members, tribal groups and parents. At the time of the report, interviewing was continuing on students' reservation communities in 13 states having significant Indian boarding school populations.

Recommendations are made for two more phases. Phase II would consist of compilation and summary of the data collected and completion of a general Bill of Rights containing generalizable guidelines and alternative provisions which could be adapted to each school's needs. Experts in Native American education would help gather data and make recommendations. This information would be distributed among and discussed with all segments of the school

community. In addition, AILSA members would confer with BIA officials about legal questions regarding national BIA regulations in an attempt to clarify present policy. AILSA members would also visit boarding schools near them to assist in adapting the Bill of Rights to each school. If invited, they would render technical assistance to student governments and advisory boards with organizational problems. Phase III would mark a gradual shift from providing assistance to student government and Indian advisory boards to providing clinical law services.

Comments: The guidelines for conducting interviews are quite useful and might well be adapted for the field work for this project.

*

Title: Towards Devolution in the Control of Education on a Native Reserve In Alberta: The Hobbema Curriculum Story; developed by Tetsuo Aoki; presented at the Annual Conference of the American Anthropological Association (December, 1972)

Audience: Social scientists/educators/administrators

Goals: This paper describes a curriculum development project at the Hobbema Reserve in Alberta, Canada, whose locus is conceived as situated at the interface of the dominant society and the minority Indian society. It concludes with the note that the curriculum development work is viewed as a significant step toward the larger issue of local autonomy over educational matters.

The project's twin objectives are: (1) to produce and develop instructional materials and instructional plans for the local Reserve school; and (2) to this end, to engage the total community in involved activity in the project work.

Comments: The paper specifies the ways in which community or local curriculum development is taking place.

Examples: The goal orientation in the project is as follows:

(1) history of the people of Hobbema; (2) local government at Hobbema; (3) geographic and socio-economic description; and (4) selected cultural aspects.

The "facilitators" determined these things before beginning work in the project:

Hence, in launching the Curriculum Project, we were guided by certain operational principles.

1) As the first principle, we adopted early the notion of maximum participating involvement of the people of Hobbema. We defined "the people of Hobbema" to mean the following sub-populations of the Reserves:

a. the Band Council, the School Committee and parents,

b. students attending Ermineskin School and students attending integrated schools outside Hobbema,

c. administrators and teachers of Ermineskin School.

In all activities of the porject, representation from these three sub-populations have been sought.

2) The second operating principle established was an outgrowth of the rejection of the notion of an imposed curriculum developed by external experts. We adopted the principle that the people who are affected should be the main decision-makers in determining curriculum goals and content and also that these people as a group with some consultative assistance and do the job of curriculum building.

3) The third principle was based on the concept that in determining goal areas, the wants and wishes of the people of Hobbema must be respected.

SUMMARY

The materials for elementary school children--for example, the Dulce Cultural Awareness Program, the Sanostee Program, the Cherokee reading materials--are for the most part, not adaptable to our needs. However, from all of these materials, as with the history and culture materials for older students, certain principles may be inferred.

First, children learn best through their own language and through the familiar. Second, enhancement of self-esteem is a frequent and much stressed goal in the design of materials for Native American students. Third, Native cultures are rich in content materials. Fourth, accurate Native American history and culture are of vital interest. In social studies and government courses, the current and the immediate are emphasized. Fifth, parents and community members must be included in all phases of their children's education. Insofar as possible, all of these principles should be observed in the design of the NACE modules.

III. TEACHER'S GUIDE/TRAINING FOR TEACHING NATIVE AMERICAN STUDENTS

One of the most urgent needs in Native American education is the need for adequate teacher preparation. Part of the development plan for the NACE project is the preparation of a teacher's guide that not only assists the teacher in the use of the student materials, but also increases his or her awareness of cultural distinctions. The following teacher's guide and training handbook have been found to contain usable material.

Title: Navajo-Hopi Teacher Corps In-Service Handbook; developed by Roger Wilson and Charles Supplee at the College of Education at Northern Arizona University (Flagstaff, Arizona)

Audience: Teacher interns/teachers/team leaders/university supervisors in a teacher training program

Goals: To aid in planning an effective program for interns; to provide training experiences for team leaders preparing for their new role as trainers; and, through the interaction of the interns and team leaders with students, to provide stimulating experiences for the children.

Description: This is a handbook for an in-classroom training program for teacher interns. The program is presented in five phases: observation, gradual induction to teaching, large group instruction, team teaching and special education. For each phase, the authors suggest guidelines for performance to the optimum benefit of all involved.

Comments: The Summary of Desired Intern Competencies in the Handbook would serve well as guidelines in the NACE Teacher's Guide.

Examples: From "Preparation-Community":

The Intern: (or teacher):

is knowledgeable of the linguistic background of his students;

is knowledgeable of the socio-economics of the community;

keeps informed on current local problems;

is knowledgeable of community agencies and resources;

is knowledgeable of the power structure of the community;
is knowledgeable of socio-religious and cultural taboos;
is prepared to communicate with the community on school matters;
is able to identify and assess community attitudes.
From "Performance-Community":
The Intern (or "teacher"):
welcomes parental and community visitation;
communicates with the community on school matters;
keeps parents informed of student growth and progress;
participates in appropriate community activities and organizations;
assesses and/or identifies community attitudes;
initiates parental conferences.
From "Product-Student-Teacher Relationships":
The Intern (or "teacher"):
encourages student respect for all cultures;
provides for individual student self-direction and self-image.

Title: A Guide for Teachers and Librarians with Suggestions for Teaching Indian Students; developed and published by the Library Resources Division and Oklahoma Curriculum Improvement Commission of the Oklahoma State Department of Education (Oklahoma City, Oklahoma)

Audience: Those working with Oklahoma Indians

Goals: This is a teacher's and librarian's guide in four rather diverse sections. Chapter I, "Teacher, There's an Indian in Your Classroom," suggests measures teachers might take to achieve greater understanding

of Native American students and names a few cultural distinctions to which the teacher should be sensitive. Suggestions for motivating students are also provided, along with suggestions for classroom activities, extra-curricular activities, and a list of customs and beliefs. Chapter II, "Indian Contributions to Our Society," discusses past and present Indian contributions in art, agriculture, language, games and recreational activities, transportation and government. Chapter III, "Tips for LIbrarians," recommends materials and services to Indian students. Chapter IV, "Practices in Indian Education and Resources Available in Oklahoma Public Schools." This chapter includes a list of agencies in Oklahoma serving Native Americans with brief notes on the functions.

Comments: Chapter I is the most useful for our purposes. Other chapters, while interesting, are too localized. The suggestions in Chapter I, besides furthering cultural awareness, also reflects assumptions about learning and learners. These assumptions could either be considered in designing NACE student modules or could be stated in the teacher's guide.

Example: Examples of these assumptions are: the learning situation must be rewarding for learning to occur; reinforcement should be positive and immediate; each child's integrity and privacy must be respected; emotional climate has great effect; others' perceptions influence one's self image; self-image influences performance; economic factors influence school performance; and cultural variables influences modes of learning as does language.

SUMMARY

The Navajo-Hopi In-Service Handbook contains guidelines that might be incorporated or adapted in the NACEP teacher's guide. The bulk of the publication, of course, is meant for teacher training rather than as a guidebook for the practicing teacher. A Guide for Teachers and Librarians, while it does not include learning activities, contains numerous suggestions for cultural sensitivity.

IV. CAREER EDUCATION FOR NATIVE AMERICAN STUDENTS

Career education materials and programs for Native American students, while scarce, range in age level from elementary to college level programs. The majority of these career awareness, orientation and exploration programs are concerned with health careers, reflecting the importance of improving health care for Native Americans. Most of the health career programs review the spectrum of professional and allied health occupations offering students the option of following courses requiring varying degrees of preparation and allowing differing ways of expressing the same concern.

A K-12 awareness and orientation program acquaints children with careers from the 11 occupational clusters by thoroughly incorporating the information with standard classroom subjects. A number of the high school and college programs include work experience.

Two quite comprehensive programs, the Indians Into Medicine Program in North Dakota and the Hopi Health Professions Project, include not only curriculum materials, but also instruction and work experience. Both of these programs focus on health careers.

Title: Indians into Medicine (INMED) Program; sponsored by the University of North Dakota Medical School (Grand Forks, North Dakota)

Audience: Primarily 3-12th grades and college level

Goals: "The INMED Program is designed to produce American Indian doctors and dentists. People who show aptitude towards the highest medical careers are being identified at all age levels; specifically 3-12 grade, college level and beyond. Specific supportive services are being provided to stimulate, motivate and educate these students so that they may eventually help alleviate the health problems facing Indian people."

Description: INMED is a multi-faceted program. It includes a summer study program for junior high and high school students; summer session pre-medical courses for college students; tutoring and guidance; science curriculum modules; and awareness programs and materials, i.e., "Our Traveling Medicine Show," videotapes, comic and coloring books. The five-week summer study program provides instruction to 7th-12th grade students in biology, physics, chemistry besides individualized instruction in reading and math. In addition, "Indian Awareness" topics are explored to help elicit a pride in heritage that should encourage students to retain cultural ties with the Indian community and eventually return to work among Indian people."

Besides participating in the summer session courses available to college students, college seniors may also study for the Medical

School Admission Test under the guidance of personnel from the Center for Teaching and Learning at the University of North Dakota. Teachers and counselors are available to provide tutoring and guidance.

The "Science Curriculum Modules" are guides which teachers can copy or adapt for their third- to sixth-grade students. All the units are concerned with the parts and functions of the human body. Initial lessons are related to Native American health problems. Final lessons are coordinated with the exhibits in the "Traveling Medicine Show." The mobile health career unit, "Our Traveling Medicine Show," carries scientific and health care equipment such as a microscope; an electrocardiogram, a blood typing machine, a sphygmomamometer, stethoscopes, and oto-opthalmoscopes. Also available are models, specimens, and film loops on health careers. Puppet and mannequin shows are presented. Two videotapes have been made of the shows.

The INMED program has, additionally, developed a coloring book for young children. This book observes traditional by having Old Medicine Coyote tells the story of True Heart the Turtle who sees the suffering of his people and decides to become a doctor. Other materials used by the program are "Happy Hospital Comics" and "Popeye the Sailor and Health Careers."

INMED Practicum, a follow-up program, is planned to provide health care experience in the student's home communities.

Comments: INMED is an impressive and amirable program for the Nortwest area. But since the present scope of our project rules out actual

participation in any of on-going activities, our focus must be limited to possibilities for adapting the materials. Some of the lessons in the "Science Curriculum Modules" suggest approaches we might consider. The use of comic books, also, has possibilities.

Title: Hopi Health Professions Development Program; sponsored by The Hopi Tribe (P. O. Box 123; Oraibi, Arizona)

Audience: Hopi at the elementary, secondary, and college levels

Goals: "The main objective of this 3-year program is to encourage Hopi students to enter and complete programs in health and Medical Professions."

Description: The Hopi Health Professions Development Program is a three-year, multi-phase program for introducing Hopi children to the health fields. Primary emphasis is given, in this program, to careers in medicine, dentistry, veterinary medicine, pharmacy, osetopathy, podiatry and optometry. Secondary emphasis falls on the allied health professions, i.e., nursing, medical technology, etc.

The first phase of the project, the elementary school component, includes development of a curriculum of study emphasizing health and medical careers. Materials are being developed in cooperation with community, school, and tribal representatives. Curriculum developers also assist classroom teachers in teaching about the world of work. Additional

awareness-orientation are obtained by inviting guest speakers to the classroom and taking field trips to health care facilities.

The high school component provides immediate exposure and on-site summer work experience in health care settings. Field trips and guest speakers supplement actual experience and provide information on more advanced work in the different career fields. In addition, students are assisted in gaining admission to professional health programs in universities.

The third component of the program is at the college level. Students receive pre-professional experience by working closely with professional medical/health workers in various health care and service facilities. Work experience includes interviewing techniques, diagnostic analysis, medical history recording, interpretation of charts, etc. "Through this exposure they gain insight into how various medical components operate and interrelate and overall perception of what is involved in medical care."

Comments: Curriculum development for the Hopi project is being conducted at the elementary rather than the junior high school level. Nonetheless, when the materials are completed, they very well may be adaptable for our grade range. The activities for high school students--at least, the field trips and guest speakers--could also be used with 7th through 9th graders.

Both the INMED and Hopi Health Professions programs have curriculum development components. In both cases, however, the curriculum is directed toward an elementary school audience. Some of the approaches, though not the actual material used in the INMED program, might be adopted. The materials for the Hopi Health

Program have not yet been completed.

Elementary/Middle School Career Education

A large scale project employing various approaches in a number of schools was undertaken in the Albuquerque Public School system. In some cases, emphasis was given to actively engaging students in the learning situation.

*

Title: The Beginnings of Career Education in the Albuquerque Public Schools, 1971-72; developed and published by the Albuquerque Public Schools, New Mexico Occupational Research and Development Coordinating Unit (Santa Fe)

Audience: Educators

Goals: This was a federally-funded exemplary career education project designed to note the impact of innovative career awareness activities on disadvantaged Indian students, their parents and the community.

Description: Thirty-five mini-grant programs were conducted within 24 elementary and middle schools in the Albuquerque Public Schools. The career education Mini-Grant programs described in this report have been conducted within different kinds of instructional settings including:

single teacher-centered classrooms;

single open concept classrooms;

combined classes (whole grades or combinations of different grades or combinations of different grades in open situations); and Friday afternnon elective courses.

Some of the projects have focused on a single career activity; some have emphasized career awareness, concentrating of field trips and interviews, with a minimal emphasis on hands-on experiences; others have taken a total career education approach centering most curriculum learning around career experiences. Each project, its methods and activities, is fully outlined in the individual reports. Each of the content sections of this report contains not only statements of purpose, objectives, and evaluations of lessons but also curricula geared to meet the needs of Indian students.

This project would seem to specifically meet our needs in terms of dealing with career education for Native American students, grades 7-9.

PURPOSE:

(1) To acquaint students with the work of many fine craftsmen in New Mexico who totally or partially support themselves by designing and creating distinctive crafts.

(2) To give students vocational training in the production and marketing of crafts such as sculpture, jewelry, ceramics, and textiles.

(3) To instruct students in keeping accounts of materials, costs, time, labor, and marketing.

(4) To provide opportunity for students from low socio-economic area to earn money by marketing their products.

OBJECTIVES: Through this program students will:

(1) Develop self-respect, self-confidence and self-dependence.

(2) Develop the ability to solve problems, share ideas, discover and develop their unique potentials.

3) Have immediate rewards for their efforts.

4) Develop a means of partially or wholly supporting themselves.

5) Develop pride in their own achievements and in the achievements of others.

6) Develop respect for and a desire to care for tools and materials.

Secondary School Career Education

One school that has instituted career education in several grades is the Flandreau Indian School in South Dakota. Flandreau provides instruction on a range of occupational clusters.

*

Title: Flandreau Indian School (Flandreau, South Dakota)

Audience: Secondary school students

Goals: The stated goals for the sophomore program are: to make regular school courses more meaningful and relevant by showing a need for the courses in relation to various occupations and functions; to help students make a more meaningful and needed course selection in their future school years; to increase awareness regarding natural resources, manufacturing, various services, processing, and other pertinent occupations and procedures necessary to day-to-day functions of a modern society; to make students aware of the items and produced from basic materials and also the occupations/jobs related with each; to allow and provide for some limited career exploration

by students in various courses through activities such as: using the "tools of the trade"; role playing, doing the things normally done by people engaged in specific occupations, making some of the items/products.

Specific goals for the junior-senior program are not stated.

Description: Flandreau Indian School offers both career awareness and prevocational training through a sophomore career mini-course program and a junior-senior career program.

The sophomore program is an awareness-orientation program with some limited career exploration through the use of "tools-of-the-trade," role playing, and engaging in some of the less complex activities of the various occupations. The program consists of 11 mini-courses, each mini-course lasting three weeks. Students take the 11 courses in succession. Career clusters studied are: transportation, drafting, agriculture, business, clothing, health , manufacturing-metals, public-personal services, food service, art-fine arts, homemaking, and marketing.

The junior-senior program, on the other hand, provides training in: culinary arts (cooking and managing), art (careers), secretarial skills, auto mechanics, building trades (carpentry, plumbing, electrical, etc.), health (careers), metals careers (welding and machine shop), tailoring, and child care.

In addition to these two specifically career/occupation oriented programs, a number of the regular academic courses include career awareness activities.

Comments: It is difficult to gague the extent of cultural awareness of the career/occupation program. There are no references to cultural variables in the mini-course outlines, nor were the commercial/professional association materials listed designed specifically for Native American students. There is considerable interest in Native American history and culture at Flandreau, demonstrated in the results of a needs assessment conducted there and by the courses on those subjects. Other courses, Social Science and English courses, for example, also reflect Native American concerns. Some courses attempt a careers approach and Native American approach but not in combination, i.e., the importance of communication skills in relation to a career, on one hand, and Native American literature, on the other, but not a merging of the two although offered in the same course. In summary, there is nothing recorded to indicate that the career/occupational components at Flandreau are specifically Native American even though the general tone and temper at the school would suggest it.

Both programs at Flandreau Indian School are planned for a more advanced group than the NACE target audience. Also, the junior-senior program appears to be an experience-based prevocational program. The sophomore "mini-course" concept hears more resemblance to the NACE "modules" idea.

Career/Occupational Information Materials

Four programs have been identified that offer career information though not in the form of curriculum materials. Three of these programs are concerned with health careers. The fourth, the Apache-Navajo project, shows Navajo people working at various occupations.

Title: American Indian Health Careers Handbook; edited by Don Jennings; published by the Association of American Indian Physicians (Norman, Oklahoma)

Audience: Native American secondary school students/counselors/parents tribal leaders

Goals: The handbook was prepared to provide Native American students with information on health professions and assistance in financing professional training.

Description: This Handbook addresses Native American students on health careers. It is divided into four sections. The first section discusses the need for American Indians as health professionals. The second section describes eight health fields--medicine, dentistry, pharmacy, nursing, veterinary medicine, osteopathy, podiatry and public health professions--and compares private practice and health service agencies. The third section deals with secondary school preparation, college level training and preparation, admission to professional school special Indian programs, and financial planning. The fourth section is concerned with assistance, in the form of counseling, advice, and additional sources of information.

In addition to their own handbook, the AAIP makes available to interested students publications on health careers and financial aid put out by other professional associations. Other services of the AAIP's recruitment program include: counseling, assisting students in seeking financial aid, providing information on professional schools with special programs for Native American students, and

providing financial help on a limited basis for travel to admission interviews.

Comments: While not strictly curriculum matter, the Handbook could probably be used as a resource in an awareness-orientation module.

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Title: Project on Help Occupations Career Information Kit; developed by the Northwest Indian Council on Education and Northwest Regional Educational Laboratory (Portland, Oregon)

Audience: Students (grade level no specified) and their parents

Goals: The contents of the kit are used at occupations workshops.

Description: The kit is a transportable collection of print materials on health occupations and financial assistance for continuing education. While most of the scholarship/loan material was written especially for Native Americans, the greater part of the career information was not. Most of the career materials are publications of the various professional associations and were written for general public distribution. Although these are not curriculum materials, per se, three-student activities using the kit contents are suggested. In the first activity, students review and rate the information materials on completeness, usefulness, and interest. In the second activity, students write letters for additional information. In

the third activity, students locate health-related terms in a word puzzle. Guidelines for organizing workshops are also provided.

Comments: Because the career materials are published by different sources, the quality of information and presentation varies greatly. With the exception of "Whatever happened to...?," and "New Careers in the Indian Health Program," none are intended specifically for minority groups at all, much less Native Americans in particular.

"Whatever happened to...?" contains brief biographies of minority young people in the health fields with photographs of them at work. "New Careers in the Indian Health Program" describes health occupations training programs in the Indian Health Service. While the majority of these career information materials ignore cultural differences, some are offensive in their advocacy of dominant culture values--sometimes implicitly; at other times, overtly. Most of the materials are written at a secondary or post-secondary reading level. Some clearly state these as their audiences. A few are written for people already in health professions, suggesting alternatives and/or advancement to them. Some materials presuppose a good deal of motivation and interest. The uninviting format and amount of reading involved are not likely to interest students who are not already determined to follow through in that particular career.

However, a number of publications provide plenty of basic information which might be adapted or provide a factual framework. "Whatever happened to...?" can be used as it is for a student resource. "New Careers in the Indian Health Program" could possibly be used by teachers.

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Title: Puget Sound Indian Health Careers Program; sponsored by the Seattle Indian Center (619 Second Avenue; Seattle, Washington)

Audience: Primarily junior and senior high school students/elementary school students whenever possible/residents of Bremerton, Everett, Seattle, Tacoma, and the surrounding reservations in the Puget Sound area

Goals: The purpose of the program is to encourage Native American students to remain in school; to motivate interest in health and health fields; and to make available to Native American students information on training opportunities, financial aid, and professional opportunities in serving the Native American community.

Description: The program coordinators have developed a slide presentation, program brochures, program posters and are in the process of compiling files on health career information and financial aid sources. The slide presentation consists of interviews with reservation clinic employees and Native American students who give their reasons for entering the health fields. Pictures of various medicinal plants and an explanation of their uses are also presented in the slide show. The interviews provide role models for younger students. Preparations are being made for a summer employment program in local hospitals and clinics.

*

Title: The Navajo Worker Series; developed and published by the Apache-Navajo Career Education Project of the Apache-Navajo Counties School Administrators Association (St. Johns, Arizona)

Audience: Navajo students, grade level not specified

Goals: The purpose of the presentations are to help the young Navajo student become aware of the many jobs performed by the Navajo on the reservation; and to encourage the young Navajo student to think about and possibly plan for a career in one of the jobs seen in the presentation.

Description: The materials are a series of four slide tape presentations depicting Navajos working at manufacturing micro semi-conductors, logging, operating road equipment, mining, and working in a lumber mill.

Comments: While the topic has possibilities, the manner of presentation is not quite what is needed for this grade level. Junior high school students should be actively involved in the learning experience.

Guides for Teachers and Counselors

Guides for planning and teaching Native American career education courses are far from abundant. The following section contains two such items.

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Title: Career Education in the Classroom; developed by Wyman D. Babby, Peter P. Schmidt, and John K. Ballard; published by Bureau of Indian Affairs (Aberdeen Area Office; Aberdeen, South Dakota)

Audience: Teachers in grades K-12 in the Aberdeen Area

Goals: This set of activities guidelines is, according to the authors, "designed to introduce ways and means of bringing career education to the regular, resource, or self-contained classrooms by using the immediate community area as the resource for immediate implementation with limited cost to the school.

Description: Each unit in the manual relates academic skills to various occupations. For each academic subject, in four grade groupings, student activities, teaching techniques, and resource materials are suggested. General goals, specific objectives and evaluation methods also are provided.

The four grade groupings and primary emphasis in each are:

1. Motivational, K-3 grade level: This phase is designed to develop abstracting ability by directing attention to a variety of occupations associated with known quantities. Specific planned experiences are required.

2. Information, 4-6 grade level: The principal component is the career and its direct relationship with academic learnings. This area should emphasize the dignity in all work and direct identification of the various occupations.

3. Explorational, 7-9 level: The emphasis of exploration is placed on career realism, identifying existing occupations, their type,

purpose, requirements, advantages, disadvantages, characteristics needed, specific preparation of technical skills needed, communication skills, social skills and other requirments.

4. Career Vocational, 10-12 grade level: Career Vocational emphasizes experimental activities in and out of school, programmed to prepare students emotionally for the world of work. Cluster occupations should be introduced emphasizing one skilled discipline at a time.

Comments: In discussing the program's intent, the authors stress the importance of a cooperative relationship with the community: "The school counselor should coordinate with the community leaders the partnership in developing a cooperative educational curriculum in career education at all levels in the school. A survey to identify the different occupations (businesses, corporations, manufacturers, etc.) within a given radius must be made..." However, it is at no time made clear that the Native American community is meant here. If the suggested guest speakers on the various occupations happen to be Native American and if the field trips included work sites where Native Americans are employed, then there could, indeed be a Native American aspect to this program. Without the inclusion of Native American role models, at least, there are in this program very few activities distinguishing this program from non-Native American curricula.

*

Title: Planning a Guidance Program for Federal Schools in the Aberdeen Area; developed by Evelyn L. Bergen (Mission, South Dakota)

Audience: Potentially useful for counselors or teachers preparing a career guidance program

Goals: The paper could provide some suggestions for program planning

Description: This brief paper outlines procedures for establishing a guidance program for federal schools for Native American students in the Bureau of Indian Affairs' Aberdeen Area in North and South Dakota and Nebraska.

Comments: Some of the stated goals might be applicable for a Native American career education program. Career education is compatible with the combined interests in occupational awareness, academic preparation, and cultural awareness. Those goals dealing with the importance of the community agree with the concerns felt by many Native American leaders.

This program does not deal with career education but could serve that function. "Career Education in the Classroom" has more to do with the daily conduct of a program although some recommendations are made for instituting programs.

Some of the goals are:

to teach students through own participation in school and community government to become constructive citizens of their community; to give students an understanding of the social and economic world immediately about them; to teach the basic skills in reading, writing, and arithmetic; to emphasize vocational subjects for basic training to enable students to explore fields in which they may wish to continue to give students an understanding and appreciation of their own tribal lore, art, music, and community organization.

V. CAREER INSTITUTES

Workshops have been held to introduce career education to educators at schools with Native American students. The two institutes described here were primarily orientation institutes. Both were jointly sponsored.

Title: Career Guidance Institute; developed by the Native American Technical Assistance Corporation; funded by National Alliance of Businessmen (Albuquerque, New Mexico.

Audience: Elementary and secondary BIA teachers, administrators, and counselors/businessmen

Goals: The purpose of the workshop was to explore the need for career education in BIA schools and to better equip tribal and BIA personnel for providing career guidance services.

Description: A workshop on career guidance was held in Albuquerque, October 25-26, 1973. The workshop was attended by 38 participants from economic opportunity offices and BIA schools. Presentations were made by representatives of the National Alliance of Businessmen

representatives from local businesses and industries, counseling and guidance professionals and BIA education specialists.

Comments: On the whole, the workshop appears to have been one oriented toward career education, business/industry involvement, and world-of-work awareness, but not cultural awareness.

Of the recommendations made, one of those more to the point expressed the "need to have greater involvement of Indian Labor Representatives and more opportunity for Indian businessmen to serve on panels as successful role models."

Title: Career Education Institute-Final Report; developed by United Tribes of North Dakota Development Corporation; sponsored by National Alliance of Businessmen (Chamber of Commerce; Bismark, North Dakota)

Participants: Administrators of 26 schools in the BIA's Aberdeen area

Goals: The primary purpose of the Institute by representatives of all of the sponsoring agencies: United Tribes of North Dakota Development Corporation, National Alliance of Businessmen, the Chamber of Commerce of Bismark and the Aberdeen area office of the BIA. Topics included: "Purpose and Content of a Career Guidance Program," "Why Resources for the School?" "Career Education in the Classroom," "How can Businessmen Help Educators?" and "Why Vocational Education?"

Comments: The final report is useful for the sources of information on career education it suggests.

Comments: The final report is useful for the sources of information on career education it suggests.

The reports of both the Career Guidance Institute and the Career Education Institute may be helpful for incidental items, such as, suggestions for goals and information sources.

VI. REPORT ON OCCUPATIONAL EDUCATION

There are few studies or reports available on Native American career education needs. The report described below is on the related area of occupational education.

Title: Many Voices Speak: A State-of-the-Art Paper on Curriculum Development for Occupational Education of Indians; developed by Douglas C. Towne, and Cheryl H. Lee; published by Northwest Regional Educational Laboratory (710 S.W. Second Avenue; Portland, Oregon) on behalf of the Northwest Indian Council on Education

Audience: "Indians and non-Indians alike who are concerned with Indian education"

Goals: The stated goals of this study were: to provide policy suggestions for the consideration of the Curriculum Center (of the Bureau of Occupational and Adult Education); and, to summarize in a and useful manner the existing information on curriculum development and occupational education as it applies to Indians.

Description: Many Voices Speak is in its first three sections, a compendium of perspectives and, in the latter sections, a resource book. The authors attempt in the initial sections, "to present a taste of the variety of statements which represents the diversity and breadth of the existing knowledge base." The first section presents historical and contemporary perspectives on the Native American. The second section is about general conditions of education and curriculum development for Native Americans. This section contains an interpretative statement to the effect that any and all programs concerning Native Americans must actively involve Native Americans if these programs are to be effective. The fourth section describes programs in occupational education. Programs described are: Haskell Indian Junior College, Southwestern Indian Polytechnic Institute, and the Mountain-Plains Education and Economic Development Program.

The resource sections: name information resources such as ERIC and University Microfilms; describe the organization of vocational-technical education at the national, state, and local levels; provide names and addresses of organizations and foundations involved in Native American affairs, list materials (both print and audio-visual) on Native Americans, education, and curriculum development.

Comments: By reporting on the analysis and recommendations of others, the report suggests the condition of Native American education today and allows the reader to infer his or her own recommendations for curriculum development. The report only occasionally makes outright statements. The remarks on policy participation are the most notable example: "Direct participation and involvement by

Indians in both the policy development and policy implementation process is viewed by Indians and non-Indians alike as a high priority need. If policies directly affecting Indians are to be viable and effective, it is necessary that Indians be involved in all the components of policy, especially the two aspects of formation and implementation."

Specific materials, for the most part, are not described. Instead, implications for the development of materials are discussed, i.e., cultural relevance and local applicability. The third section, on policy participation, cites many sources supporting self-determination and policy participation.

Section Two might also provide direction. If curriculum development is seen as the combination of several elements, (objectives, students, instructional personnel, materials, methods, evaluation, and the relationship of all the preceding to familial, socio-cultural, and administrative systems), then recommendations for policy formation by community representatives (and a host of other community recommendations) have bearing on curriculum development. All the various aspects of education are aspects, then, of curriculum development.

The report, "Many Voices Speak," has a somewhat different focus than does this project. It deals with occupational education rather than career education as it has been defined earlier in this paper. Also, the student population of the programs discussed is older than the NACEP student group. Nonetheless, the report contains applicable information in its more general sections.

VII. SUMMARY

"We may also be reminded that education cannot be regarded as an abstract and individual activity but must be seen as a concrete social system, itself shaped by political and social forces."*

No area of Native American education may be regarded as separate and distinct from other life aspects. This is especially true of career education. Perhaps more than other educational approaches, career education holds promise for integration with other community development efforts. Thus, it may serve two functions at the same time: it may be an educational effort that is responsive to community employment and economic development needs; and, second, through the community participation that such a program requires, it may further educational self-determination.

As has already been noted, one of the principal concerns among Native American educators is that education serve the needs of the people, as individuals, certainly, but also as a group. Such intent may clearly be seen in the

* from "Indian Education, for What?" by Rosalie and Murray Wax in the American Indian Today, edited by Levine and Lurie.

predominance of health-oriented programs among the career education projects for Native American students. The improvement of health care to Native Americans is a ranking priority, obviously.

A second guiding principle for Native American education programs is that of community involvement in the educational process. Both imperatives--needs-responsiveness and community-responsiveness--are combined and answered by a career education program that addresses social needs as perceived by the people in that community.

Enhancing self-image is another significant area to which career education can contribute. Through the self-awareness that career education generates--at least, career education that focuses on student interests and strengthens--self-understanding and self-acceptance are increased.

Further, career education can be integrated with cultural awareness by addressing current Native American affairs and by responding to the personpower requirements of the student's own community.